La Joya ISD

Recognition of Weather Response Staff

Presenter: Joseph Niedziela

Chief of Staff

Visit Our Website
www.lajoyaisd.com

La Joya ISD

Weather Response Team

On January 21, 2025, La Joya ISD closed due to extreme weather conditions. As a district, our top priority is always the safety and well-being of our students, staff, and community. Despite the closure, we remained committed to serving our community during this time of need.

That day, staff members from various departments stepped up to ensure students and families continued receiving essential services. Our Child Nutrition Services, worked together to distribute meals at three locations: La Joya High School, Juarez-Lincoln High School, and Palmview High School.

Additionally, our Operations, Facilities, and Police Department worked diligently to ensure all campuses were inspected and in good condition. They made sure everything was up and running, ready to welcome our students and staff back the following day. Their dedication and hard work made a meaningful impact on our students and families.

Today, we want to express our gratitude to these employees for their selfless act of service and commitment to our community. Your actions are an embodiment of our District’s values and model of our vision of excellence. Your efforts truly make a difference, and we thank you for going above and beyond!

LJISD Police Department

The La Joya ISD Police Department carried out bad weather operations to ensure campus safety and provide support during curbside meal distribution.





LJISD Police Department

Each campus-assigned officer conducted perimeter inspections of their respective schools to identify any weather-related issues. After completing the inspections, officers proceeded to their designated high school cluster locations to assist with traffic control during curbside meal distribution.







LJISD Police Department

THANK YOU!

La Joya High School:

- Sgt. Robert Banuelos
- Ofc. Brenda Alaniz
- Ofc. Joey Sanchez
- Ofc. Arnold Ramirez
- Ofc. Juan Alanis
- Ofc. Juan Leanos
- Ofc. Noel Zamora
- Ofc. Maria Reyna
- Ofc. Raul Ramirez
- Ofc. Jaime Hernandez
- Ofc. Kevin Villarreal
- Ofc. Jesus Garza

Juarez Lincoln High School:

- Sgt. Rolando Cerda
- Ofc. Stephanie Bonilla
- Ofc. Jose Pena
- Ofc. Miguel Martinez
- Ofc. Josue Reyes
- Ofc. Jesus Chavarria
- Ofc. Ryan Rosa
- Ofc. Ashanti Cannady
- Ofc. Dianey Oliveira
- Ofc. Jaime Reyna
- Ofc. Nahari Lopez
- Ofc. Isidro Garcia

Palmview High School:

- Sgt. Jose Salinas
- Ofc. Indira Torres
- Ofc. Andres Buenrostro
- Ofc. Norma Gonzalez
- Ofc. Nabor Cordero
- Ofc. Juan Pruneda
- Ofc. Alejandra Garcia
- Ofc. Hilario Rodriguez
- Ofc. Jerry Guajardo
- Ofc. Miguel Enriquez
- Ofc. Jose Villanueva
- Ofc. Juan Rodriguez

Patrol Officers:

- Sgt. Ramon Garza
- Sgt. Ramiro Rodriguez
- Ofc. Luis Salinas
- Ofc. Vanessa Flores
- Ofc. Ricardo Pena
- Ofc. Fabian Ramirez
- Ofc. Seferino Oviedo
- Ofc. Adrian Sifuentes
- Ofc. Christian Rosales

- Chief Leonardo Sanchez
- Captain Christopher Perez
- Captain Luis E. Lopez
- Emergency Management David Torres
- Inv. Jose E. Elizondo
- Inv. Juan A. Flores
- Inv. Marisela Pena
- Dispatcher Mark Garza

LJISD Operations & Infrastructure

Child Nutrition Services Department

Cafeteria managers and helpers distributed meals to families throughout the district. They began their day at 7:00 AM to prepare meals, distributed them to cars from 9:00 AM to 12:00 PM, and spent 12:00 PM to 1:00 PM cleaning and restoring kitchens in preparation for Wednesday's meal service.





CNS Warehouse staff provided food and supplies for distribution at each site. They also collected food from five campuses affected by power outages, stored it at the CNS warehouse throughout the day, and returned it once power was restored. Working from early morning until late Tuesday night, they ensured the five campuses had fresh milk and food ready for Wednesday.






Hand Care System
WHO IS THE MOST AWESOME PERSON TODAY?
NOTICE

THANK YOU!



LJISD Operations & Infrastructure
Child Nutrition Services Department

THANK YOU!

La Joya High School:

- Laura Torres
- Jessica Garza
- Israel Rubio
- Oralia Cantu
- Graciela Carlos
- John Chavez
- Ileana Cantu
- Alicia Garcia
- Alicia Montoya
- Magdalena Guerrero
- lliana Vallejo

Juarez Lincoln High School:

- Aracely Reyes
- Irasema Alvarado
- Leticia Borjas
- Norma Castillo
- Martha Chavez
- Lesbia Diaz
- Angelica Flores
- Martha Leal
- Dinorah Muniz
- Gabriel Ortiz
- Noralva Ortiz
- Rebeca Trevino
- Rebecca Uresti
- Esthela Perez
- Mayra Muniz

Palmview High School:

- Claudia Acosta
- Veronica Gandaria
- Noelia Garcia
- Sandra Gomez
- Jaime Leyva
- Sihomara Morales
- David Ortiz
- Edna Cuellar
- Rosa Reyes
- Francisco Torres
- Cristina Delgado
- Norma Vargas

District Wide

- Rolando Hernandez
- Luis Pastore
- Felix Mercado
- Friaco Cardenas
- Jorge Mendoza
- Luis Alvarado
- Eluid Rivera

LJISD Operations & Infrastructure
Physical Plant and Energy Mgt Departments
THANK YOU!

Physical Plant

Assessed campuses and responded to calls for needed water and pipe repairs across the district.

Staff:

- Rey Cedillo
- Edgar Hernandez
- Heraclio Perez
- Juan Castaneda

Energy Management

Assessed and addressed issues with heating systems Sunday and Monday evening in preparation of weather event. Assessed campuses for electric and heat outages across the district and responded to alerts. Communicated with local utilities and emergency agencies throughout the day and night Monday and Tuesday. Monitored Campus Systems throughout the day and all night Monday & Tuesday during the cold temperatures.

Staff:

- Steve Leaños
- Javier Trevino

La Joya ISD
Weather Response Team

Nearly 3000 meals served!

- **JLHS = 950 Breakfast and Lunches**
- **PHS = 634 Breakfasts and Lunches**
- **LJHS = 1416 Breakfasts and Lunches**





School buildings ready to receive students and staff on January 22, 2025.

THANK YOU to our Bus Drivers

Bus drivers arrive early on a frigid January 22, 2025 morning to de-ice buses to ensure student safety and routes run on time.





La Joya ISD Centennial Celebration

Honoring 100 Years of Educational Excellence

OVERVIEW

- Theme: *100 Years of Educational Excellence*
- Year-long celebration honoring the district's history, achievements, and future.
- Community involvement at the heart of every event.

KEY PROJECTS OF THE CENTENNIAL CELEBRATION

- HISTORICAL PRESENTATIONS
- HISTORICAL MUSUEM
- FINE ARTS & ATHLETICS SHOWCASE
- TIME CAPSULE PROJECT
- SCHOOL BEAUTIFICATION
- SCHOOL STORIES AND NAMESAKES
- AUGUST 4, 2025 COMMUNITY EVENT

Centennial Celebration Committee

Creating a celebration to honor our district's 100-year legacy.

MEMBERS

Students

- **Kayla Cantu**
  - Grade 9 @ La Joya HS
- **Annabel De Leon**
  - Grade 12 @ Juarez-Lincoln HS
- **Noah Garza**
  - Grade 12 @ Palmview HS

Community Members

- **Amancio Chapa Jr.**
  - Valedictorian of Class of 1965
  - Retired Educator, Fine Arts Director
- **Leonora Garcia**
  - Class of 1983
  - Retired Educator
- **Dr. Filomena Leo**
  - Retired Educator, Superintendent

La Joya ISD Staff

- **Angelika Garza**
  - Class of 2008
  - Counselor @ Cavazos Elem.
- **Cristina Perez**
  - Class of 1998
  - Teacher @ Kennedy Elem.
- **Ivan Silva**
  - Class of 2000
  - Teacher @ Jimmy Carter ECHS
- **Blanca E. Cantu**
  - Class of 2005
  - PR & COMM Director LJISD
- **Claudia Gomez-Perez**
  - Chief of SF & CE
- **Dr. Marcey Sorensen**
  - Superintendent of Schools

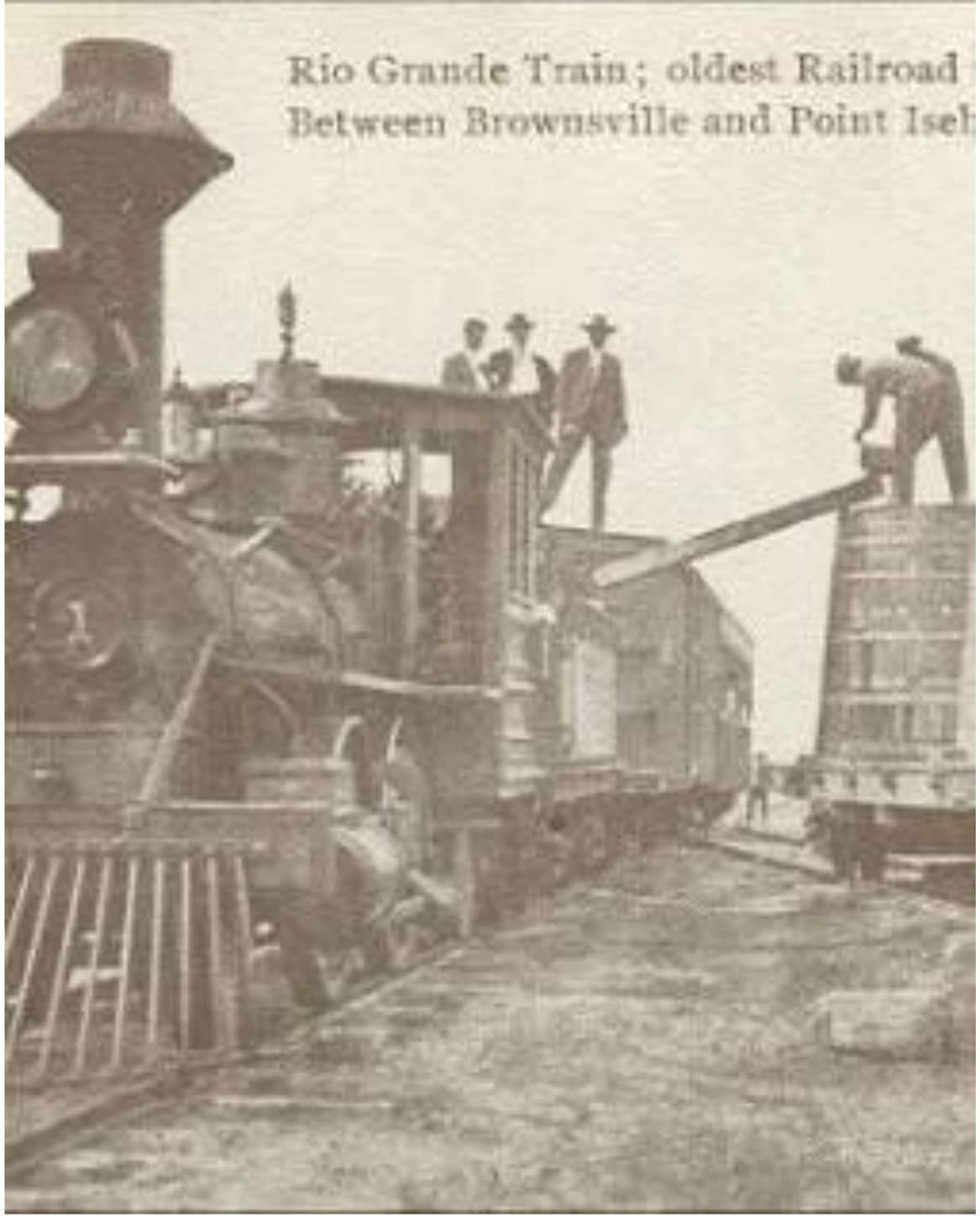
DECADES OF EXCELLENCE

- Foundations of Excellence: The First 20 Years
  - Amancio Chapa Jr.
  - Ivan Silva



Foundations of Excellence: The First 20 Years of La Joya ISD (1925-1945)

From Humble Beginnings to a Consolidated District

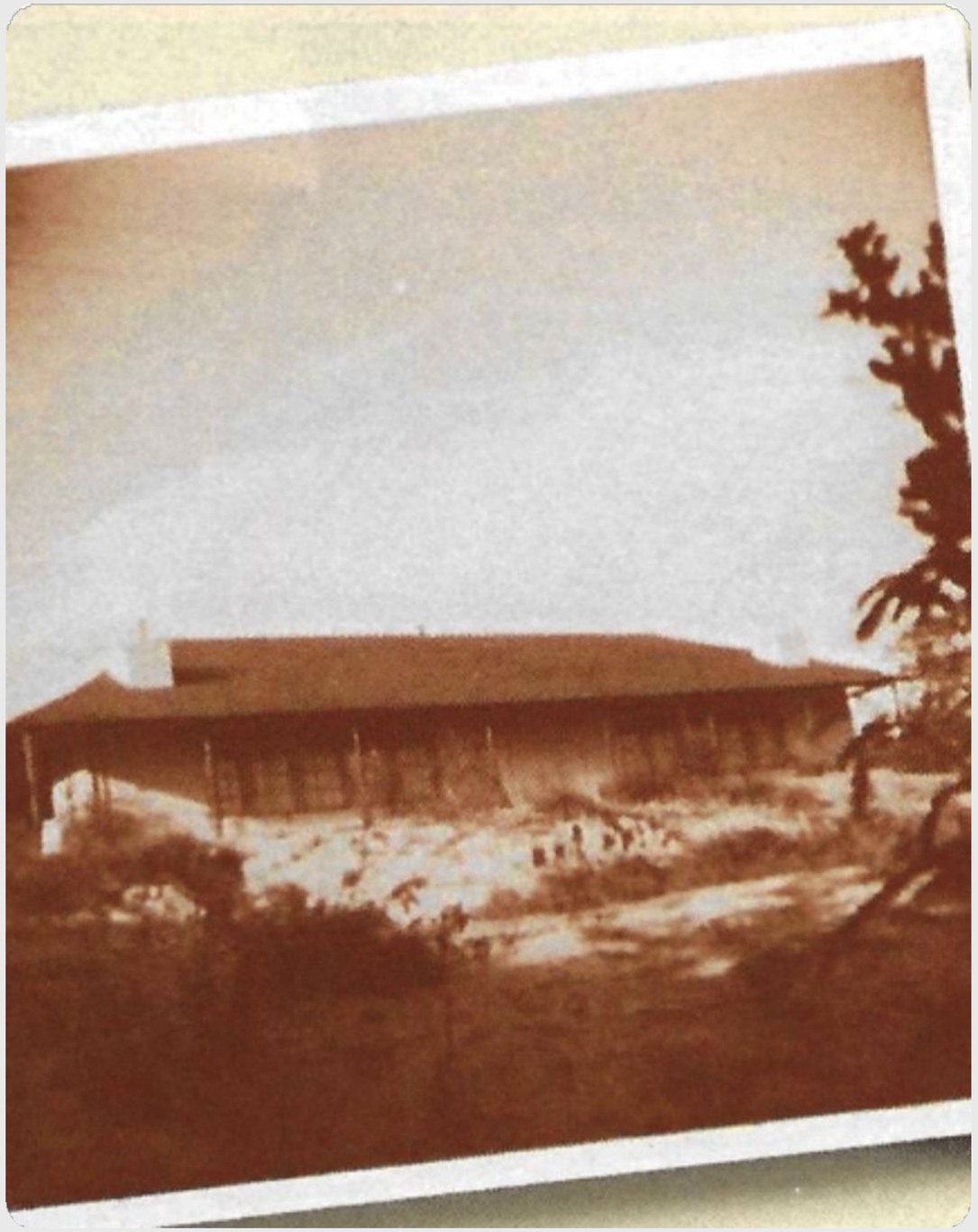


Historical Context

- The early 1900s marked the beginning of the railroad reaching across South Texas and large-scale irrigation in the area.
- An influx of Mid-Westerners and Mexicans seeking to improve their lives led to population growth.
- This period saw the transformation of scattered escuelitas, rural schoolhouses, into a structured educational system.

Common School Era

- The area was home to the first schools in Hidalgo County in communities including Tabasco, Havana, Los Ebanos, San Ramon, Peñitas, Linda Vista, and Guadalupe.
- Dedicated teachers provided the foundation for education throughout Western Hidalgo County.
- Teachers of the time included Richard A. Marsh, Guadalupe Ornelas, and Nellie Leo Schunior.



Doña Nellie Leo Schunior

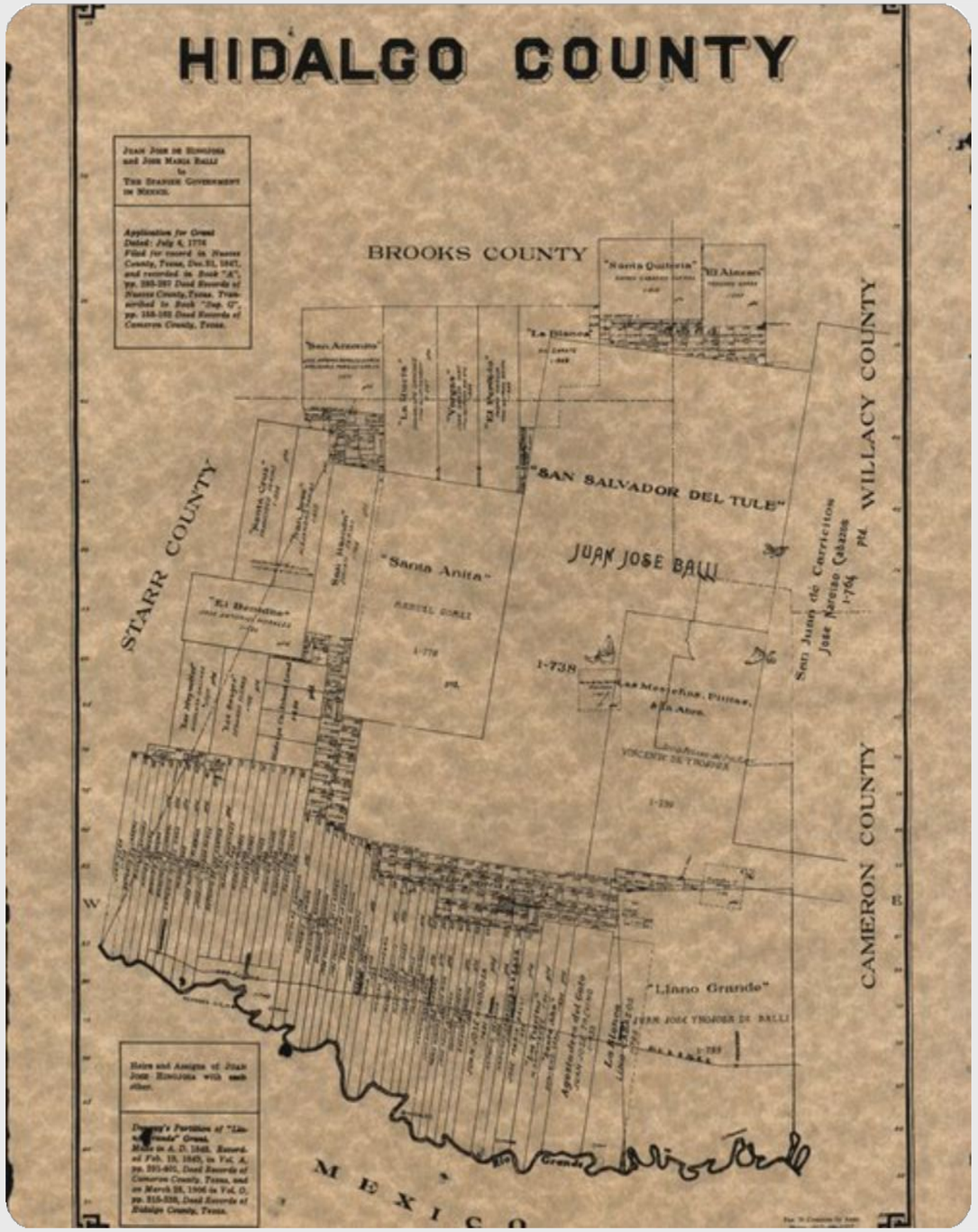
- Nellie Leo Schunior (1878-1920) was a key figure in the early education of the area.
- Schunior was dedicated to educating children in Havana, La Joya, and South Texas.
- She worked to create a high school to serve western Hidalgo County students.



EARLY SCHOOL — This photograph, taken outside the original Havana School in about 1913, pictures Nellie Leo Schunior standing on the far right. At the far left is Guadalupe Ornelas who commuted daily from Old Reynosa across from Penitas to teach at the school. The student seated on the far left, bottom row, is E.B. Reyna.

Population Growth

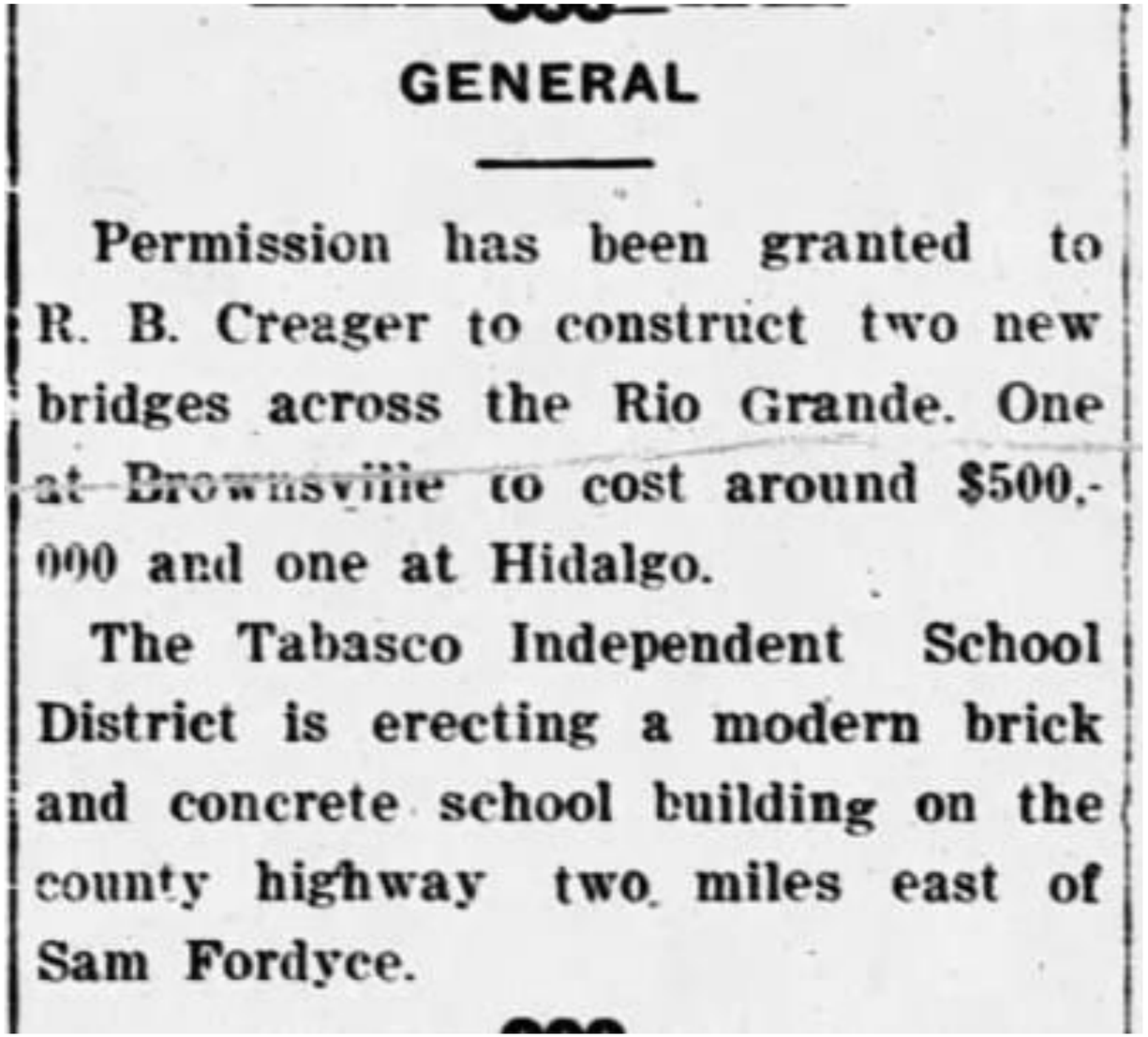
- As the 1920s progressed, Western Hidalgo County settlements grew rapidly, creating an increased need for quality education.
- Neighboring settlements included Havana, Tabasco, Los Ebanos, Cuevitas, Jardin de Flores, Abram, and Penitas.
- On July 20, 1925, twenty-five citizens proposed the creation of the Tabasco Consolidated Independent School District.
- The belief that led to establishing the first Havana school was that all students could learn, develop, and grow.



Formation of Tabasco Consolidated ISD

- On August 4, 1925, a petition to create the district unanimously passed with a vote of 170-0, leading to the creation of the new consolidated district.
- The district was initially called the Tabasco Consolidated Independent School District.





GENERAL

Permission has been granted to R. B. Creager to construct two new bridges across the Rio Grande. One at Brownsville to cost around $500,000 and one at Hidalgo.

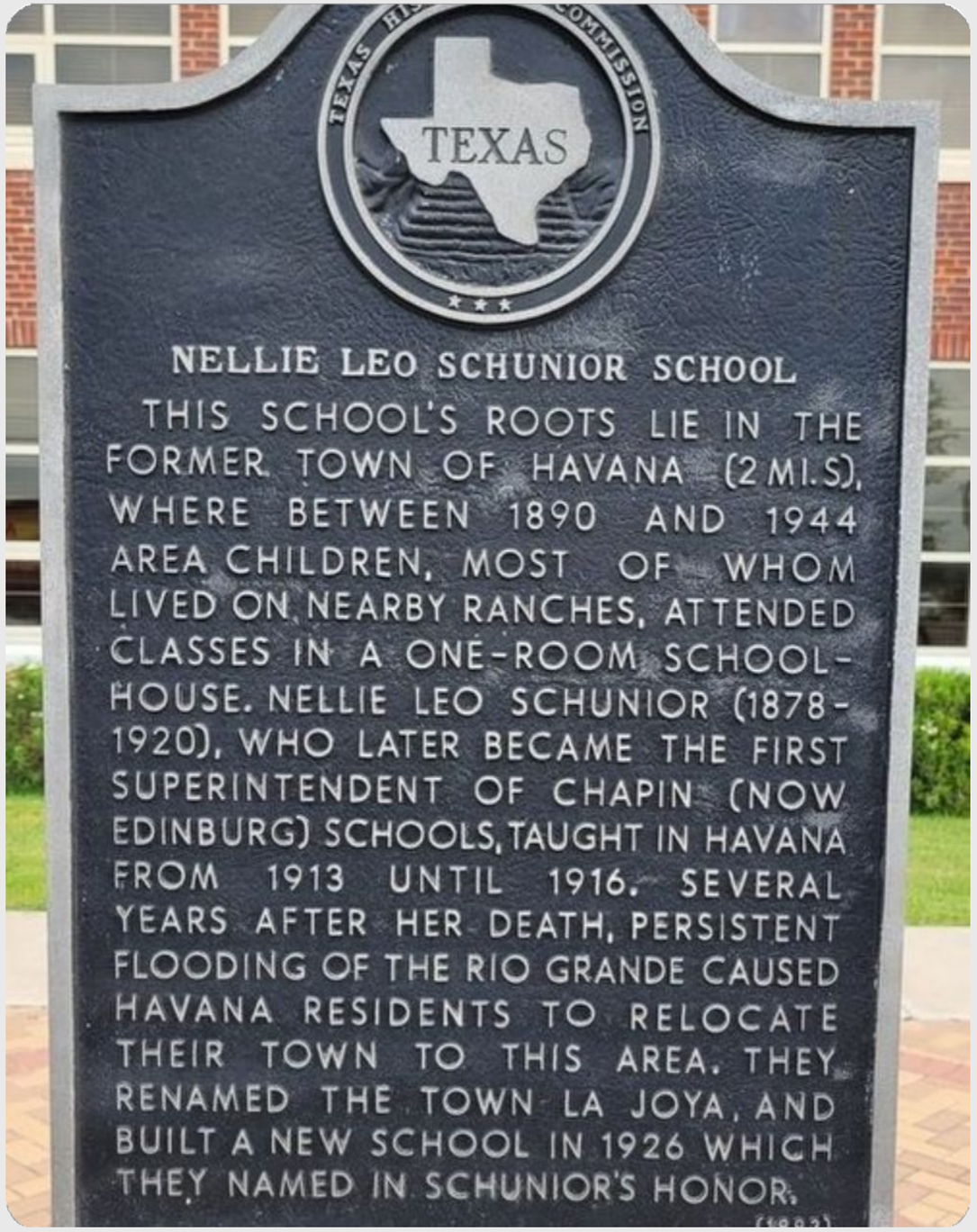
The Tabasco Independent School District is erecting a modern brick and concrete school building on the county highway two miles east of Sam Fordyce.

In May 1926, the Tabasco Consolidated Independent School District was renamed:

La Joya Independent School District

Nellie Schunior Memorial High School

- With an estimated cost of $226,000, the new school was to be named the Nellie Schunior Memorial High School.
- The school was considered a handsome brick building and an imposing structure that attested to the value placed on education by the citizens of La Joya.
- The school was named in honor of Nellie Leo Schunior.
- Leo did not live to see it completed.



Early Educators

- The school had a teaching staff of 18.
- Staff included Elzada Clover, a former Peñitas Common School teacher now serving as superintendent.
- Her sisters, Vida and Edna Clover, also worked at the school.
- The superintendent's first monthly salary was $200.
- Teacher salaries ranged from $80 to $125 per month.

Elzada Clover (1897–1980)

- Born in Auburn, Nebraska, Clover was a pioneering botanist, adventurer, and educator.
- Clover was one of the first female superintendents of schools in South Texas.
- Clover earned an M.S. (1932) and a Ph.D. (1935) in Botany from the University of Michigan.
- She co-led the 1938 Nevills Expedition, becoming one of the first women to raft the Colorado River through the Grand Canyon.
- Clover would eventually catalog hundreds of plant species along the river, including several newly identified cacti.



“My life has been full of adventures but this sounded like the ace of them all”. – Elzada Clover, 1938



1926
First Graduating Class

- Graduates include Angelita Cavazos, Adolfo de la Garza, Rodolfo de la Garza, and Mauro Reyna.
- Graduates in the following years included Leopoldo Zamora, Guadalupe Garza, Rafaela Trevino, and Dolores de la Garza.



Adolfo de la Garza

GRADUATING CLASS OF 1926



Mrs. Angelita Cavazos Garza

Rodolfo de la Garza





Mauro Reyna

Growth and Expansion

- By 1938 the distirct was the largest in the state by total area.
- As the school system grew, buses, nicknamed “Paddy Wagons” were added.
- These were Model T pick-ups with wooden benches and tarps to keep out the dust in the hot and cold weather in the winter.



Tabasco School

Enrollment Nears 800 Pupils In Western Hidalgo.

MISSION—S. D. Hendrix, superintendent of the Tabasco school district west of Mission, in Hidalgo county, announced Wednesday that scholastic enrollment in the six school units of the district was nearing 800 and was steadily increasing.

Students of the woodworking classes, under H. E. Edwards, are working on a commercial project, building rollers for a Valley packing shed. Revenue from the project will be applied to equipment bought for shop use. The manual training department of the school, which is the La Joya unit of the district, is one of the most complete in the Valley.

Conclusion

- The period of 1890-1945 saw education transformation in the La Joya area.
- News reports from 1940 showed that the district was composed of one main high school and seven primary schools.
- The dedication of early educators and community members like Nellie Leo Schunior created the foundation of La Joya ISD.
- The consolidation and construction of the new high school marked a significant milestone.
- This period represents a key chapter in the history of education in La Joya ISD.


LA JOYA INDEPENDENT SCHOOL DISTRICT
EDUCATIONAL EXCELLENCE: THE RIGHT OF EVERY STUDENT
100th
ANNIVERSARY

Thank you!

Board Recognition Month

January 29, 2025

Presenter:

Joseph Niedziela, Chief of Staff

www.lajoyaisd.com

LEADERSHIP FOR TOMORROW'S TEXAS

SCHOOL BOARD RECOGNITION MONTH JANUARY 2025



Julian Alvarez lll
President



Anita Chavez
Vice-President



Alyssa Peña
Secretary



Celso Gomez Jr.
Member



Dr. Rosalva Hernandez
Member



Dr. Carlos Margo
Member



Jessica Ochoa
Member

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Building a System of Great Schools

Improving through Accelerated Campus Excellence (ACE)



January 29, 2025

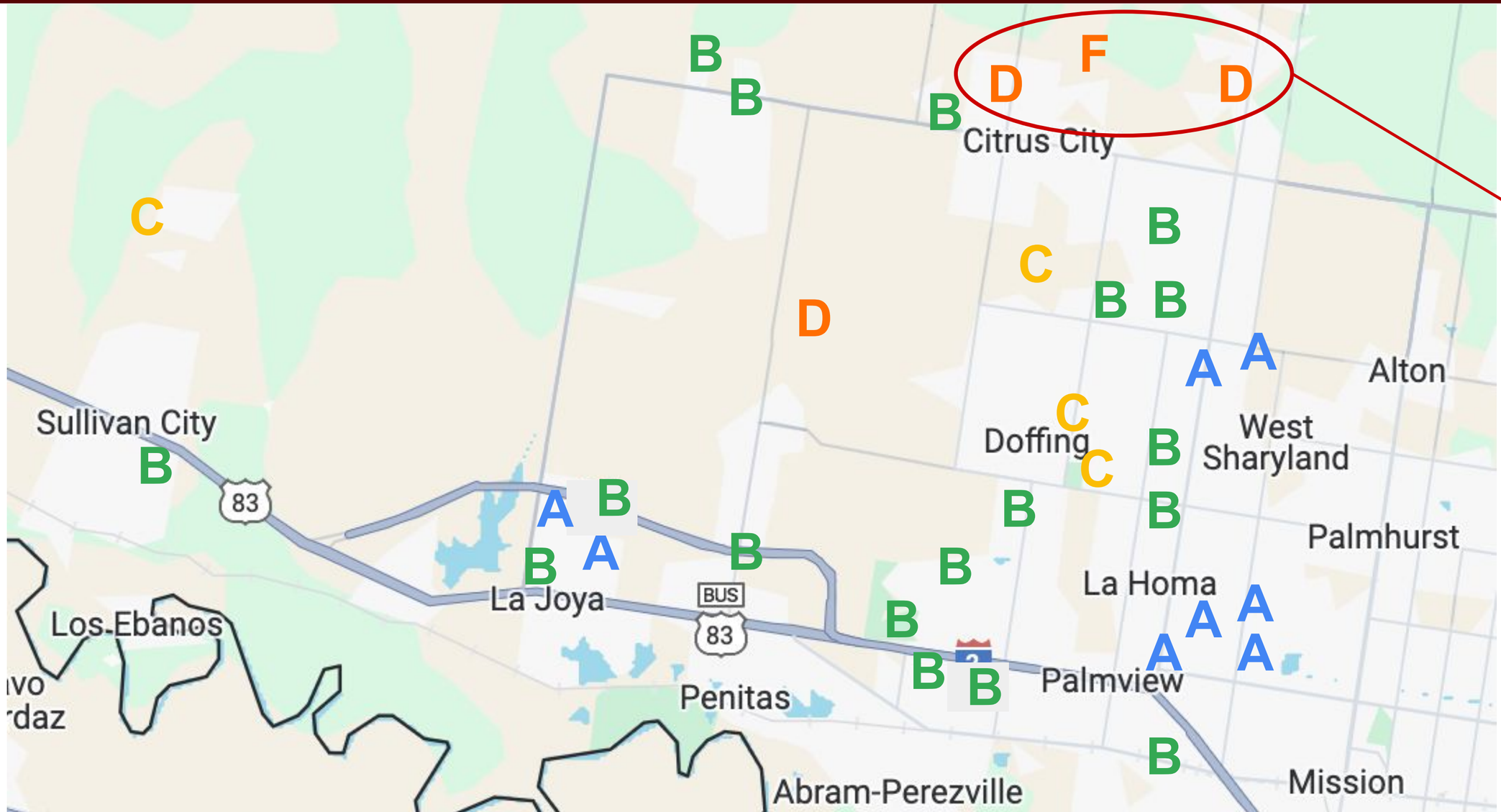
Recall | Recommendation to close Zapata and restart Garza and Seguin is based on the need to dramatically improve student outcomes

The rationale for this recommendation has not changed and continues to be as was originally shared, improving outcomes for students.

- **These three elementary schools performed significantly below the state average in 2024 …**
- **showing significant declines in achievement over the past two school years …**
- **earning a D- or F-rating in the most recent TEA verified ratings for 2023-24 …**
- **creating the need for transformed structures and improved outcomes.**

Recommendation Recap

Recommendation | Invest in our lowest-performing schools through ACE restarts at two schools, closure of one campus



ACE Restart:

- Garza
- Seguin

Closure:

- Zapata

Five Core Components of the ACE Model

Leadership & Instruction

- Effective Principals and Teachers
- Instructional Excellence

Holistic Supports

- Extended Day and Out-of-School Time (OST)
- Mental Health and Social Resilience
- Parent and Community Relationships

Impact of ACE Model

Key Takeaways from the Data



ACE Outpaces Peers

Example insight:

Over the same three-year timespan, Dallas ISD 1.0 ACE schools increased Math performance at the “Meets Grade Level” standard by 11% compared to 4% at the state level and 5% for non-ACE peer schools in-district.



Immediate Results

Example Insight:

At a cohort level, ACE schools saw a range of first-year Math growth of between 6%-24% and Reading growth between 4-12%.



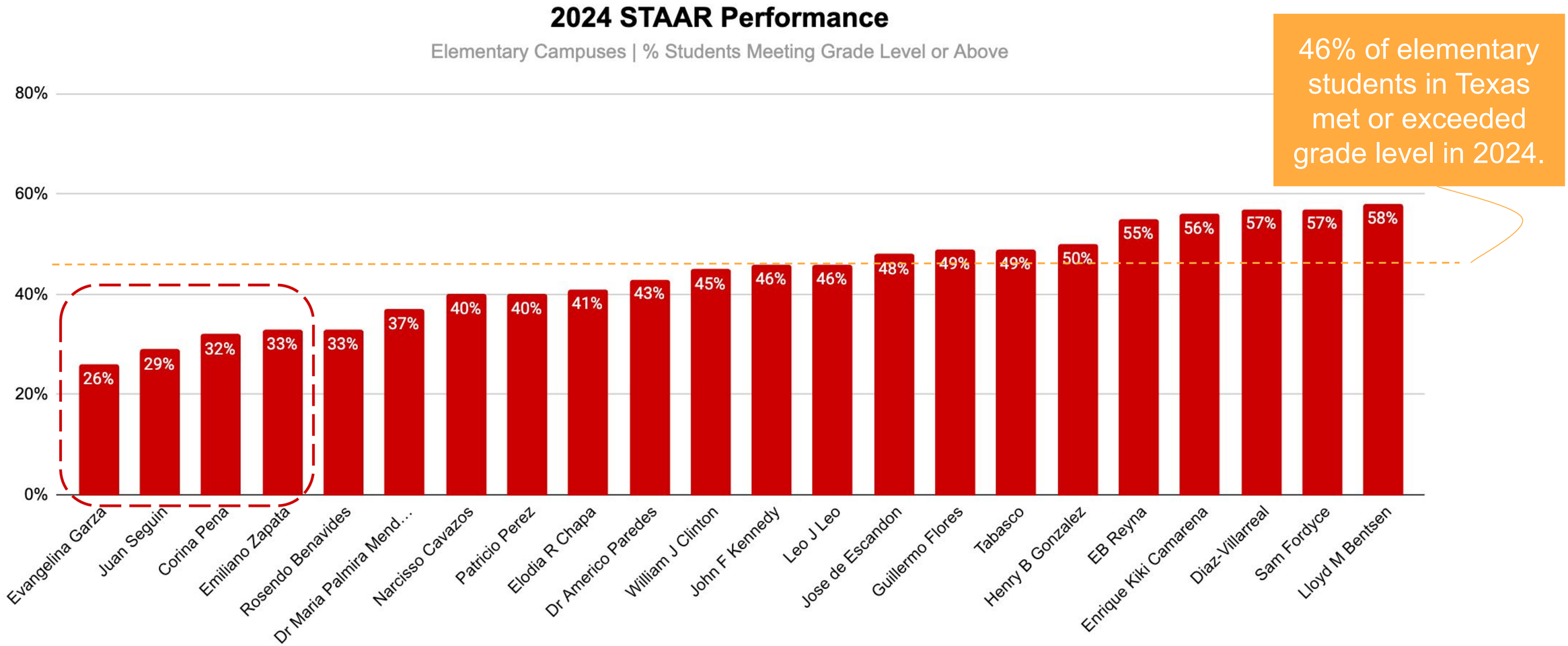
Year Two Growth

Example Insight:

Across Dallas ISD 1.0, Dallas ISD 2.0, and FWISD, ACE schools saw an average growth at “Meets Grade Level” standard in Year 2 of 5% in Math and 2% in Reading compared to 12% in Year 1 Math and 8% in Year 2 Reading.

Data shows the compelling need for transformation

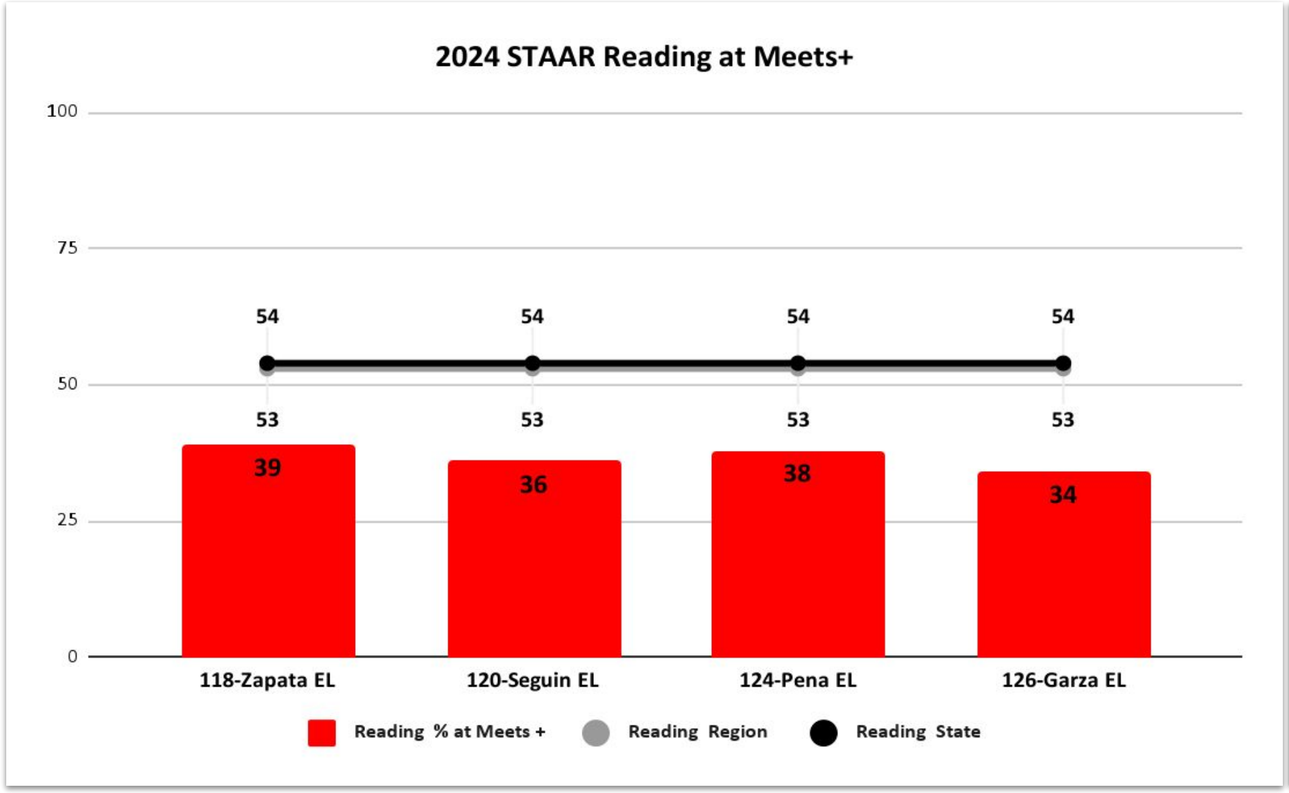
RECALL | These elementary schools were significantly below the state average in 2024

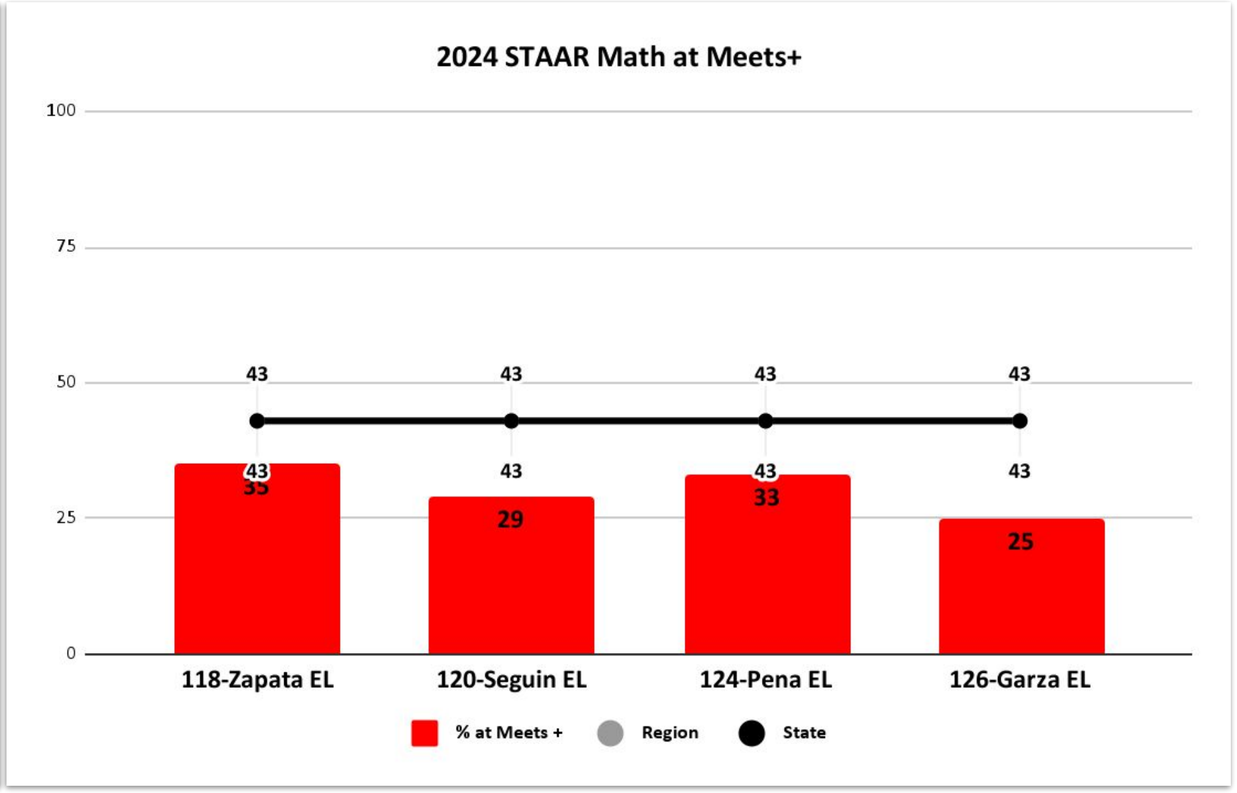


46% of elementary students in Texas met or exceeded grade level in 2024.

Source: TEA Analytics Tool | STAAR Comparison Tool

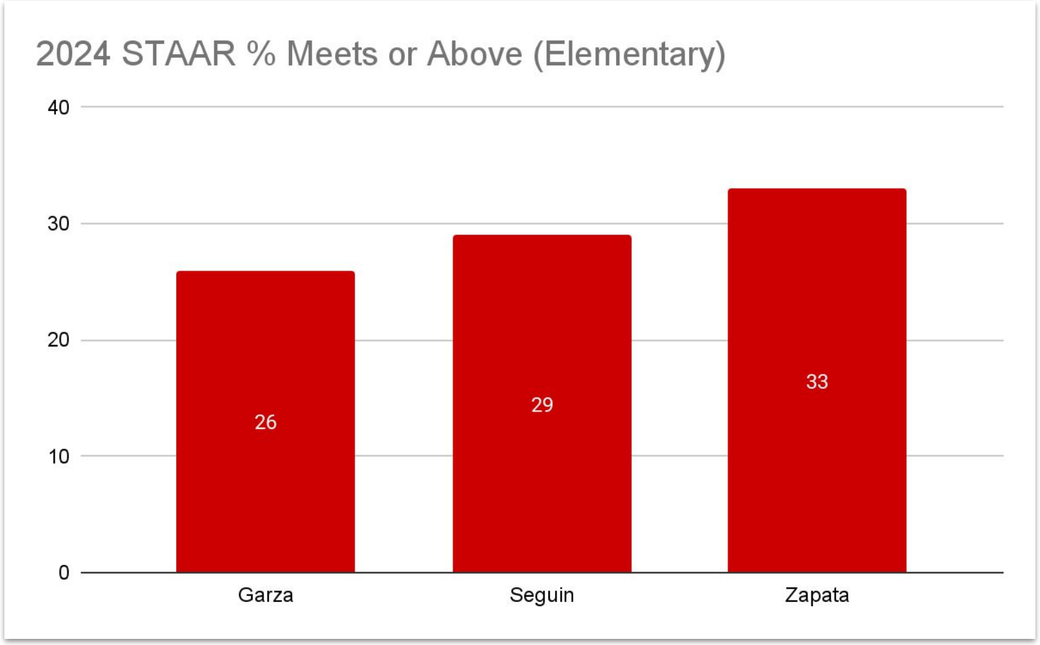
The schools need significant growth in both Reading and Math outcomes



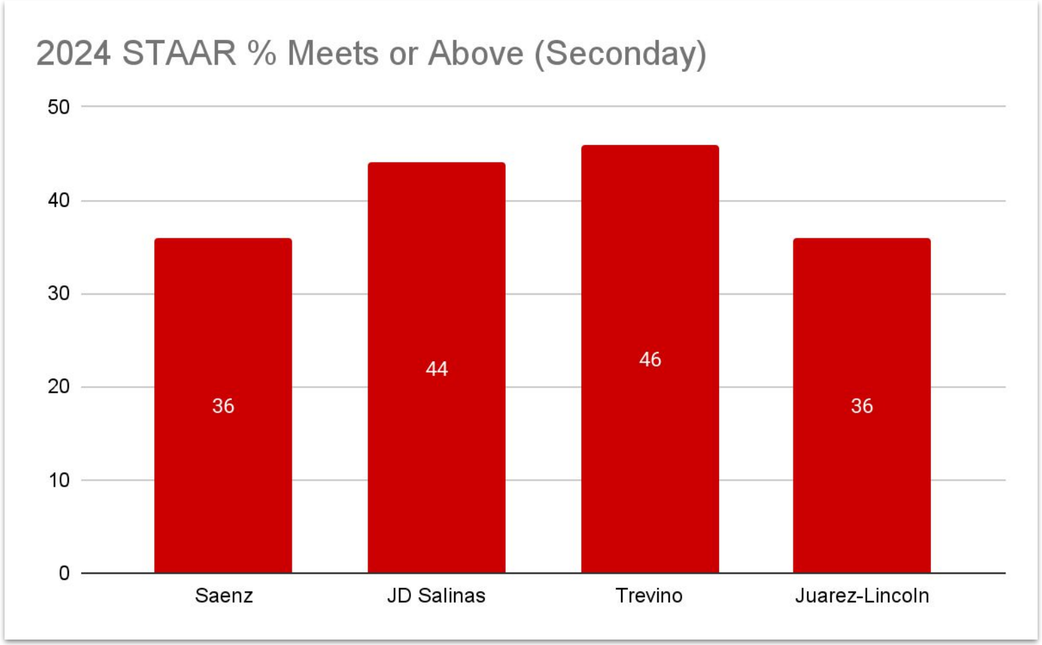


Without addressing these elementary needs now, we will further depress middle and high school outcomes later

The outcomes students have at these elementary schools …



… limits the potential outcomes at their middle and high schools



Source: TEA Analytics Tool | STAAR Comparison Tool

RECALL | All three earned a D- or F-verified rating for 2023-24

A

Jimmy Carter ECHS	98
Salinas STEM ECHS	97
Memorial MS	91
Irene M Garcia MS	91
Domingo Trevino MS	91
EB Reyna	90
Diaz-Villarreal	90
Enrique “Kiki” Camarena	90

B

Cesar Chavez MS	89
Henry B Gonzalez	89
De Zavala	87
Ann Richards	87
Lloyd M Bentsen	87
La Joya HS	86
Juan de Dios Salinas	86
Sam Fordyce	86
William J Clinton	86
Juarez Lincoln HS	84
Flores	84
Jose de Escandon	84
Tabasco	84
Leo J Leo	83
Dr. Javier Saenz MS	82
J F Kennedy	82
Palmview HS	81
Elodia R Chapa	80
Americo Paredes	80

**Pena is forced to a 69 in the accountability system due to sub-scores*

C

Patricio Perez	78
Narciso Cavazos	76
Benavides	75
Dr. Palmira Mendiola	74

D/F

Corina Pena*	69
Emiliano Zapata	67
Juan Seguin	67
Evangelina Garza	53

RECALL | All three had significant two-year declines in performance

Strong and Steady

Domingo Trevino MS	+6
Jimmy Carter ECHS	+5
La Joya HS	+3
Leo J Leo	+3
Diaz-Villarreal	+3
Henry B Gonzalez	+2
Juarez-Lincoln HS	+1
Salinas STEM ECHS	0
Jose de Escandon	0
William J Clinton	0

Declining

Palmview HS	-2
De Zavala MS	-4
Cesar Chavez MS	-1
Dr. Javier Saenz MS	-4
Memorial MS	-2
Ann Richards MS	-9
Irene M Garcia MS	-1
Salinas MS	-4
John F Kennedy	-10
Flores	-3
Benavides	-7
EB Reyna	-6
Tabasco	-4
Lloyd M Bentsen	-10
Sam Fordyce	-3
Enrique Camarena	-3
Americo Paredes	-9

**Pena is forced to a 69 in the accountability system due to sub-scores*

Significant Decline

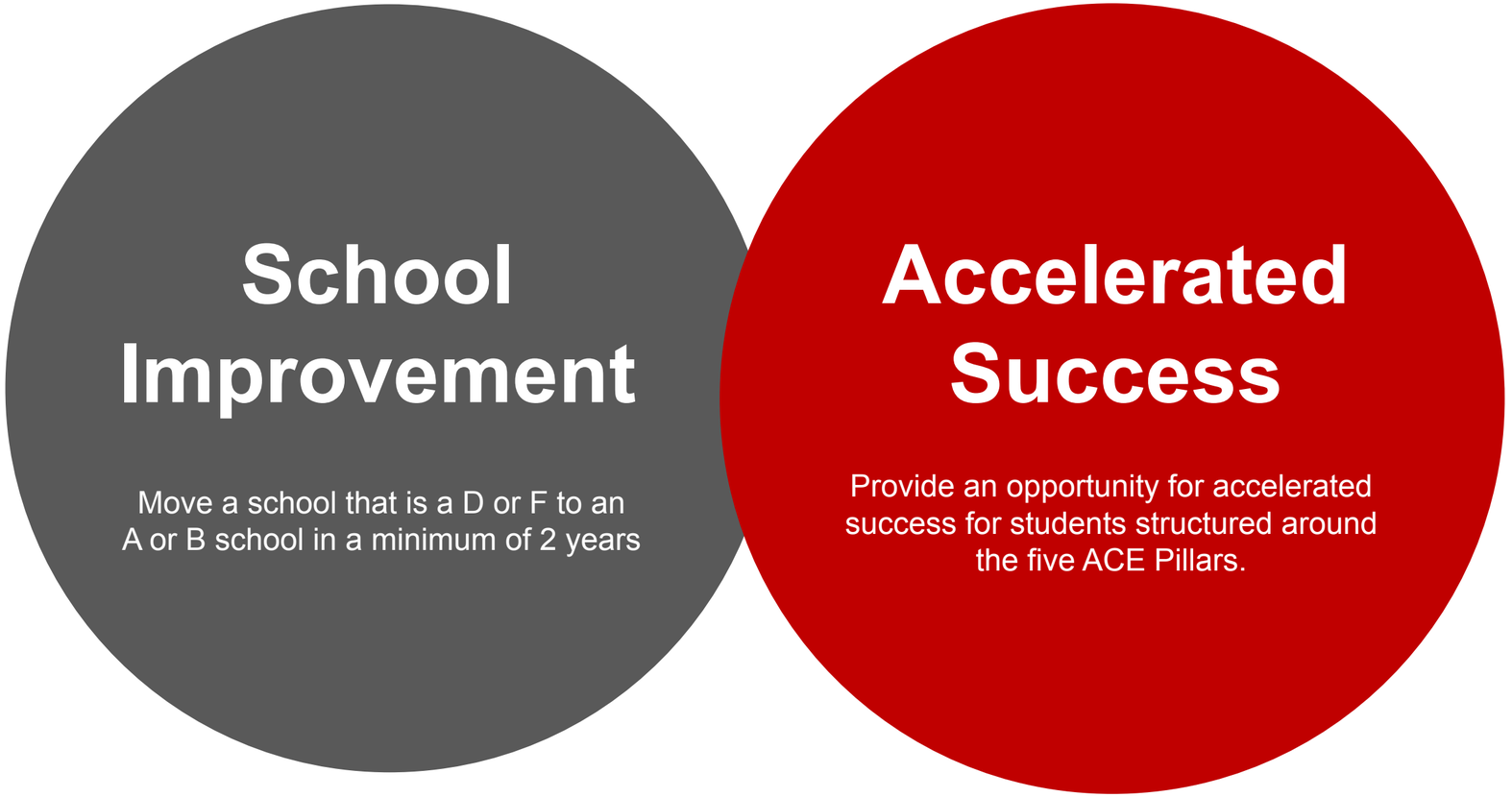
Elodia R Chapa	-13
Narciso Cavazos	-18
Patricio Perez	-13
Dr. Palmira Mendiola	-15

Underperforming

Corina Pena*	-18
Emiliano Zapata	-20
Juan Seguin	-6
Evangelina Garza	-30

Accelerated Campus Excellence (ACE) has demonstrated impact

The goals of Accelerated Campus Excellence (ACE) match our internal La Joya ISD focus with System of Great Schools



- Maintain student composition.
- Increase high-quality administrator & teacher retention.
- Amplify campus culture & climate.
- Eliminate discipline incidents.

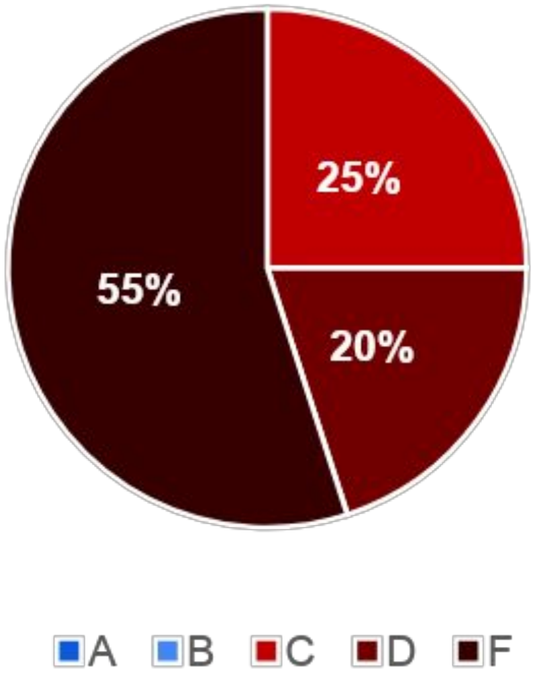
- Increase performance levels on state assessments across all grades and subject areas.
- Increase the percentage of students meeting growth expectations.

ACE is a proven model, here in Texas

The average ACE campus has improved **two letter grades** in two years.

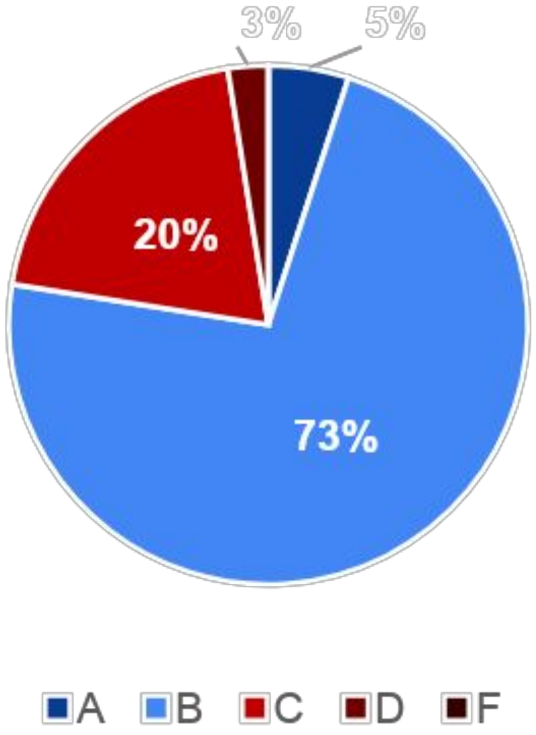
Year Prior to ACE

75% D or F Campuses



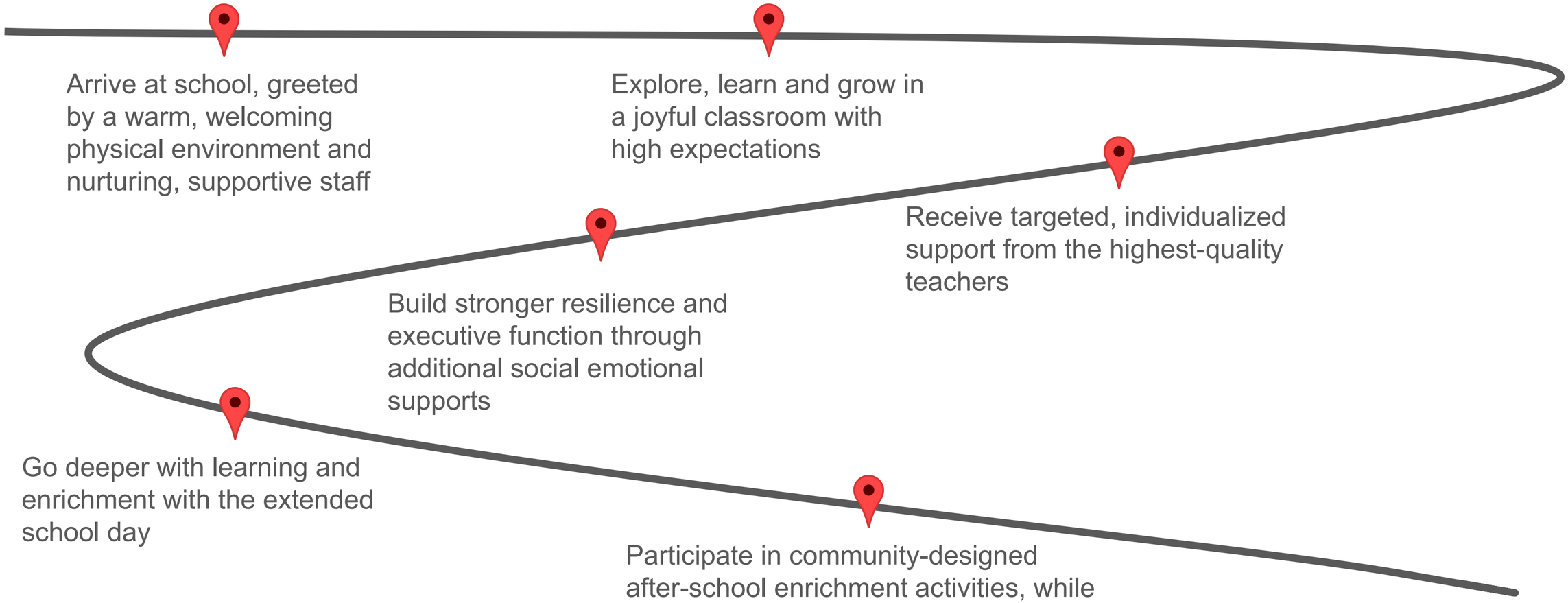
ACE Year Two

78% A or B Campuses



A day in the life of a student at an ACE school

An ACE school is a special environment that brings the community fully into the school while enriching the learning and experiences of both students and their families.



Sample daily experiences at an ACE campus

At an ACE school, students have more time to go deeper in their learning, receive more enrichment and individualized support, and engage in social emotional supports more often.

ACE creates more time for all of these student supports.

- Mathematics
- Reading Language Arts
- Social Studies
- Science



- Social Emotional Supports



- Specials (PE, Fine Arts, Health)



- Enrichment Activities



- Specialized Learning

Note: 1. The exact daily schedule will be set by the school. 2. Specialized Learning includes reading and math resources, dyslexia supports, and other tailored interventions to the specific students. 3. Enrichment can includes things like robotics, coding, athletics, etc.

Community engagement overview

Since announcing the recommendation for Accelerated Campus Excellence, extensive community engagement has occurred

7 Town Halls were held to share the recommendation and hear feedback

- 09.24 Evangelina Garza faculty & staff
- 09.26 Garza (Parents/Community)
- 12.11 School Principals
- 12.17 Juan Seguin faculty & staff
- 12.18 Evangelina Garza faculty & staff
- 12.19 Emiliano Zapata faculty & staff
- 01.08 Zapata (Parents/Community/Students)
- 01.14 Garza (Parents/Community/Students)
- 01.23 Seguin (Parents/Community/Students)

A bilingual, informational website, was launched



- Presentation materials
- Press release copies

https://www.lajoyaisd.com/o/lajoyaisd/page/elementary-planning-25-26

Note: In addition to the direct engagement above, the district conducted 8 in-person state of the district presentations in the community (QSA) in addition to 4 virtual sessions for district staff.

Most concerns raised about the consolidation centered around loss of community and misunderstanding the purpose of ACE (Part 1)

Throughout the community engagement, the concerns shared below continued to rise to the top.

Primary Concerns Shared	La Joya ISD Admin Response
The district is breaking apart a community, particularly at Zapata.	The district is committed to supporting students and families through the transition, building strong new combined communities at Garza and Seguin. We recognize that there is strong history and legacy that families feel they are losing.
The schools should have more time to show improvement before closures or restarts take effect.	As shown in the data, these schools have been on the decline. While all three had a B-rating at one time, they have been going down ever since. We cannot allow students to remain in low performing schools without urgent action.
Families will leave La Joya ISD because of these changes.	La Joya wants to keep all of our families and grow our enrollment. This type of action shows our commitment to providing the best for our students.
Class sizes will increase dramatically at the schools.	This proposal is partially addressing the underutilization of buildings in La Joya ISD due to enrollment declines. Unused classrooms at Garza and Seguin will now be used without changing the teacher:student ratio allocations.

Most concerns raised about the consolidation centered around loss of community and misunderstanding the purpose of ACE (Part 2)

Throughout the community engagement, the concerns shared below continued to rise to the top.

Primary Concerns Shared	La Joya ISD Admin Response
The additional hour each day for students is not necessary.	Nearly 70%+ of students at these schools are not meeting grade level expectations currently. More time is necessary to ensure these students are where they need to be, while providing additional enrichment.
The district is pursuing these changes for financial reasons only.	This proposal is about dramatically improving student outcomes. There may be some cost savings, and some cost avoidance with the Zapata building, but the reason is for student learning and growth.
There is confusion and disagreement that Zapata should be the building closed.	The district cannot continue to operate with buildings significantly underutilized (Zapata is at 68%), especially in light of additional services and programs the community may expect as part of the new strategic plan. The estimated repair costs at Zapata are nearly double the combined needs at Garza and Seguin.

There are still some key questions to be resolved in the coming weeks and months

Which school will Zapata students attend?

We will work with all Zapata families to determine if they will attend Garza or Seguin for the 2025-26 school year, trying to balance capacity and transportation impacts as best as possible. Neither school will be enrolled beyond their capacity.

How will final transportation logistics be determined?

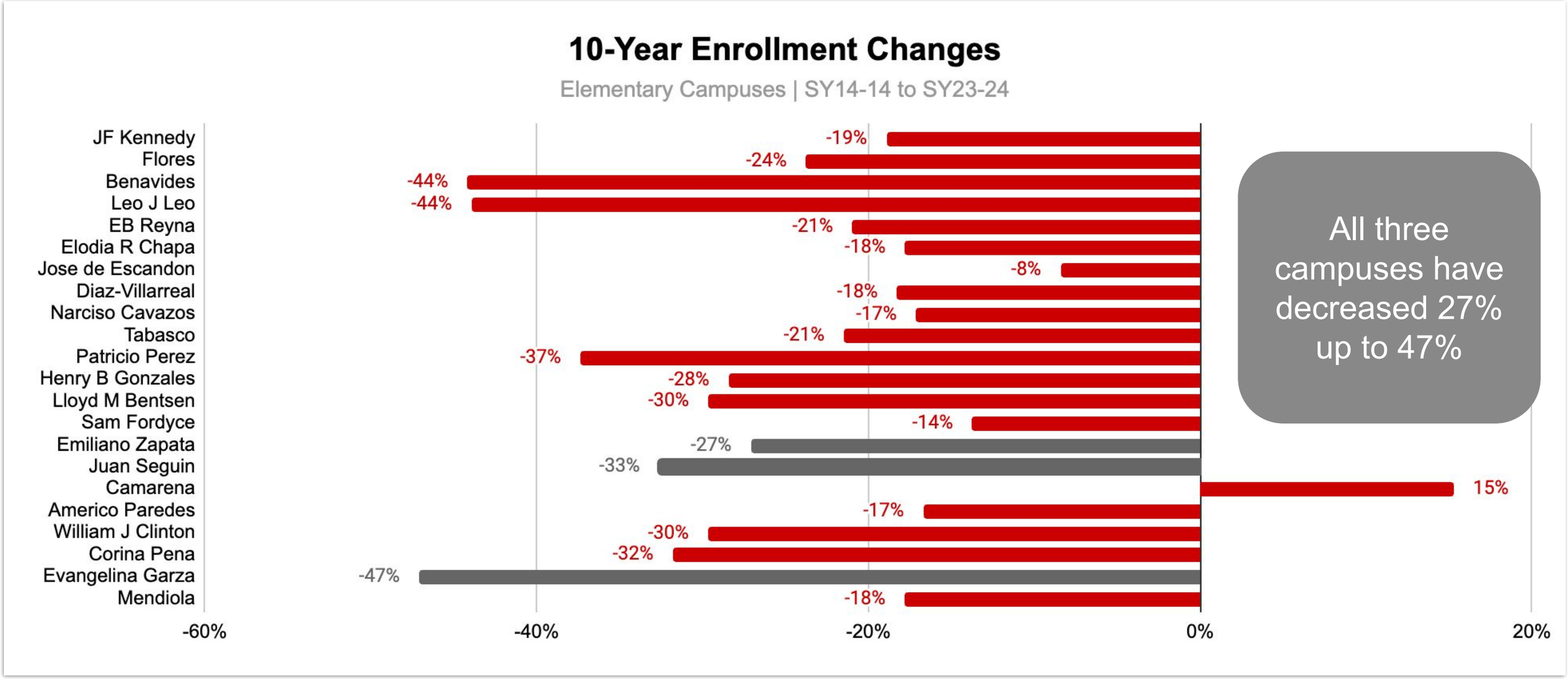
We have committed to provide transportation to Zapata families to either Garza or Seguin. Final transportation routing will be determined once enrollment is finalized.

What after-school activities will be offered and which organizations will partner?

We will be engaging with families and the community to determine specific after-school offerings, for students and families, as part of the commitment to keep the school open till 6:00 pm each day.

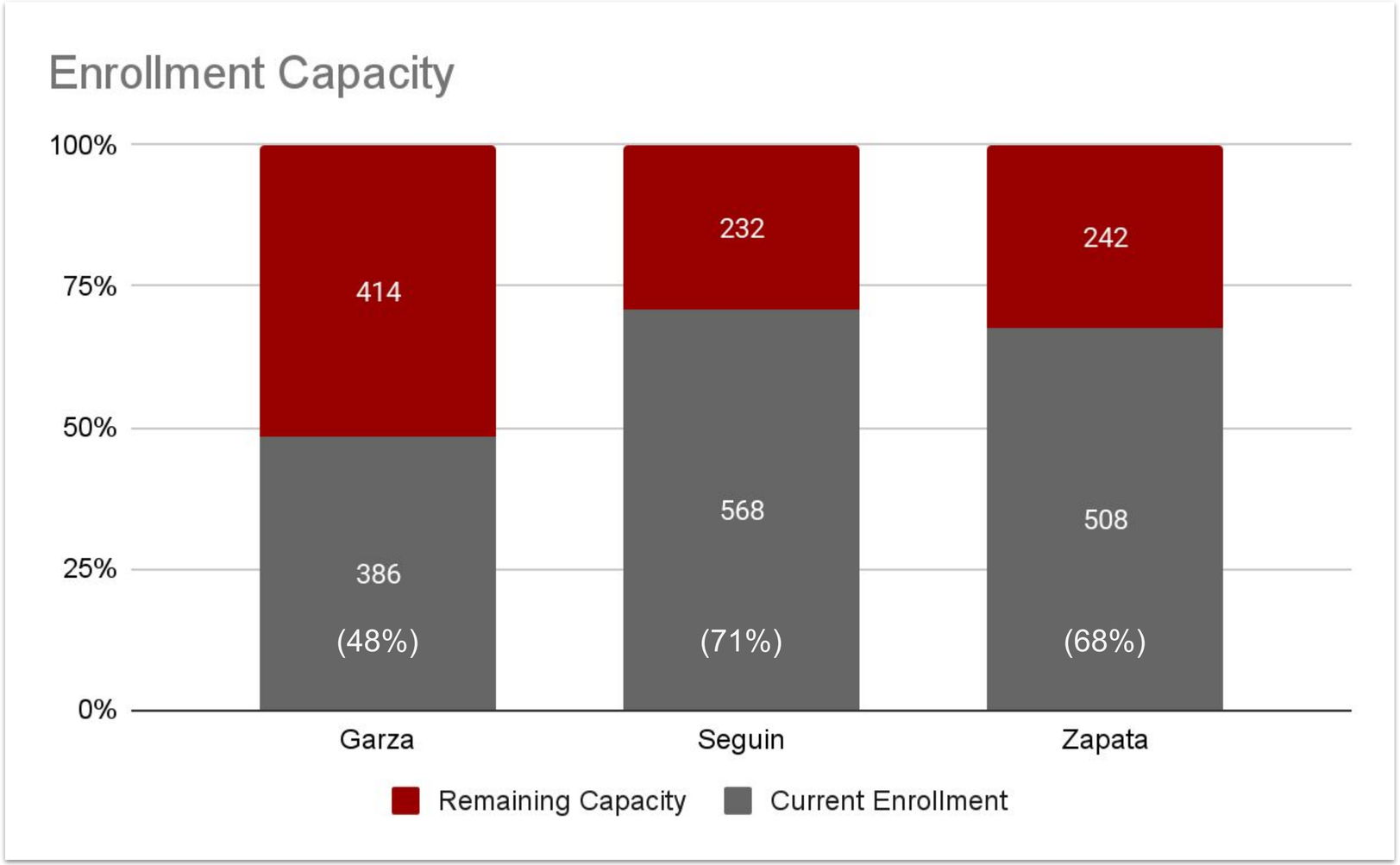
Why pick Zapata as the school to close?

Steep declines in enrollment over the last decade …



Source: LJISD Enrollment Data

… has resulted in enrollment across the three campuses not supporting maintaining all three separate schools

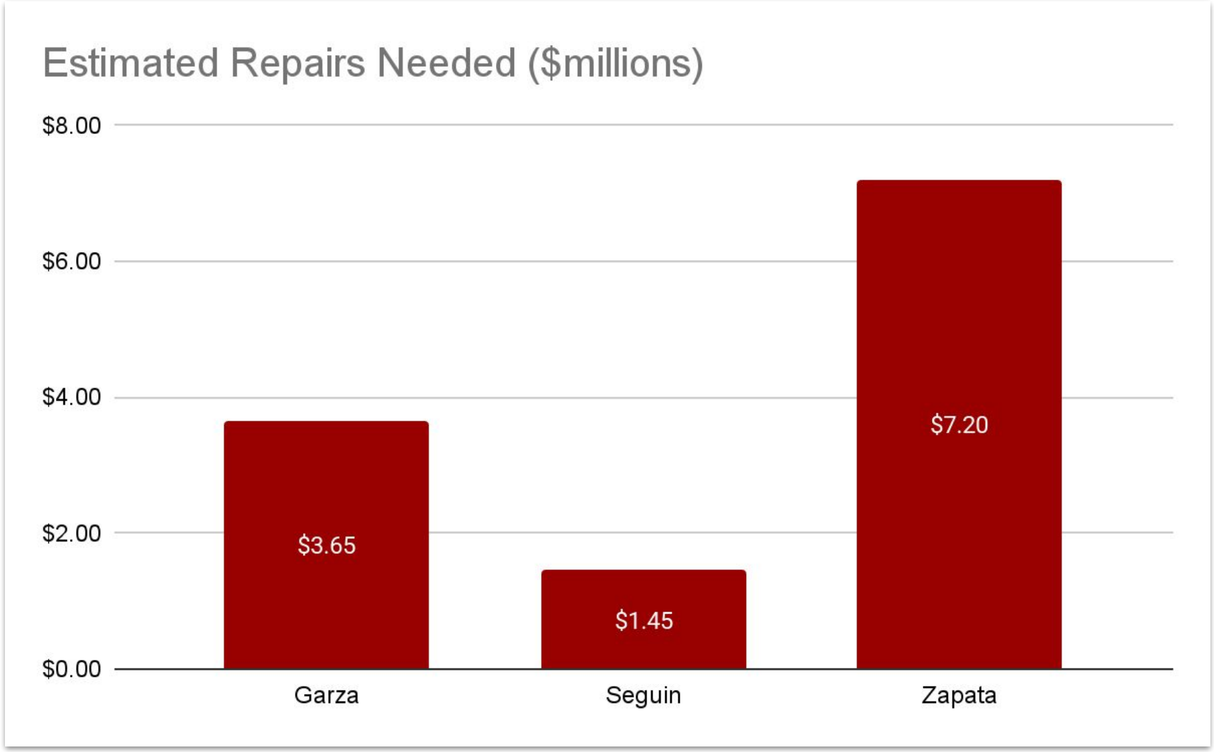


Even with all Zapata students spread between Garza and Seguin, those two schools would still have combined space left for another 138 students

Notes: Enrollment as of December 2024; capacity as shared in the Quality Schools Analysis.

And, the Zapata building is in need of significantly more repair work at an estimated cost of $7.2 million

In light of the underutilization across La Joya ISD, it is not prudent or fiscally responsible to make investments into spaces that are not needed to meet current enrollment demand.



	Garza	Seguin	Zapata
Roof	$1.1MM	$0.75MM	$1.1MM
HVAC	$2.0MM	—	$4.0MM
Ceiling	—	—	$0.75MM
Parking Lot	$0.5MM	$0.5MM	$0.5MM
Plumbing	—	$0.15MM	$0.15MM
Intercom	—	—	$0.15MM
Fire & Security	$0.05MM	$0.05MM	$0.3MM
Floors	—	—	$0.25MM

Notes: Data from Operations & Infrastructure assessments and estimates.

Staffing decisions follow policy DFFB, but not through placements

Critical to ACE | Effective Principals and Teachers



Objective Student Growth

The teacher has a demonstrated track record of growing student outcomes over multiple years (per district identified growth measures)



Pedagogical Expertise

The teacher is proficient or above on an instructional pedagogy rubric, with a strong correlation to student outcomes



Cultural Competencies

The teacher can build relationships and has high expectations for all students, regardless of student circumstance or student-population.

Note: Recall, faculty and staff at ACE schools receive additional compensation due to the additional expectations and time requirements.

ACE will invest up to $1.5M per year additionally into students and staff at these schools

ACE invests about $1,300 per student, excluding the costs of identifying a district's most effective educators

Average ACE Incremental Investments per Campus

Based on an average student enrollment of ~600, 40 teachers, and 58 total staff from other districts implementing ACE

EXAMPLE ONLY

Expense Type	Investment per Campus
Stipends Annual stipends for principal, assistant principal(s), teachers, counselor(s), instructional coaches, and librarian **($15,000 Principal, $12,500 AP, $10,000 Teachers, $7,500 professional instructional support)**	$484,000
Professional Development Targeted, experiential professional development for school leadership teams and additional professional development resources for teachers	$85,000
Extended Day Extra duty pay for teachers, 6 p.m. transportation, and after-school enrichment for students	$164,000
Culture and Climate Non-structural facility upgrades, library renovation and resources, uniforms	$62,000

Total per Student: $1,295

With a school restart, all staff have to apply for positions at ACE schools

A rigorous selection process will guide staffing decisions for ACE positions. This program change, as a restart, does not place staff based on the criteria.



Note: process will be modified as needed based on role type and for internal vs external candidates

Staff have multiple opportunities to secure employment in La Joya ISD for 2025-26

1. Selection at an ACE campus
2. Selection during the priority transfer window/job fair
3. Selection during the regular transfer window/job fair
4. Selection during open staffing season

*Note: Non-Chapter 21 staff will will participate in job fairs instead of transfer windows.

If the Board approves the closure and ACE restarts, program change occurs in two parts: January & April

Part 1: Propose & Recommend Program Change (January 29)

- Board votes on recommendations & proposed program change
- Program change lists out every role impacted (every role will be listed here)
- Begin program change staffing review

Part 2: Approval of Program Change (April 2)

- Board votes on final list of positions being eliminated in the program change (only positions not yet secured will be listed here)

Questions



La Joya ISD

Lone Star Governance:

Superintendent Constraints

System of Great Schools:

North Star Goal

Dr. Marcey Sorensen

Superintendent of Schools

www.lajoyaisd.com

Lone Star Governance

Student outcomes don't change until adult behaviors change.

School systems exist to improve student outcomes.

Superintendent Constraints

(approved by School Board on November 20, 2024)

Constraint 1

The Superintendent shall not allow conditions that decrease student achievement.

Constraint 2

The Superintendent shall not allow conditions that harm students with disabilities.

Constraint 3

The Superintendent shall not allow conditions that purposely compromise transparency and trust with the community.

Superintendent's Constraints Progress Measures Update and Next Steps

CPM 1 Student Achievement Conditions	CPM 2 Students w/ Disabilities Conditions	CPM 3 Trust and Transparency Conditions
1.1: Any campus with a D or F rating for two consecutive years will receive a strategic academic intervention initiated by the Superintendent.	2.1: To be informed by the Special Education audit findings and stakeholder feedback.	3.1: School actions will not occur without significant engagement with and feedback from the community.
1.2: The percentage of students who attend A and B campuses district wide will increase by 6% over the next five years.	2.2 To be informed by the Special Education audit findings and stakeholder feedback.	3.2: Satisfaction measured by an annual District Climate survey. A Spring 2025 survey to provide baseline data to set future growth targets.

System of Great Schools North Star Goal





Year 1 SGS Deliverables

Fall 2024

- ✓ Develop and analyze a **Quality Seats Analysis**, a comprehensive analysis of the current state of campuses and the district.
- ✓ Develop an **Annual School Plan,** which calls the right play and responds to the needs of every campus.

Spring 2025

- ○ Finalize a Board-approved, SGS-aligned **North Star Goal.**
- ○ Align the North Star Goal with **Strategic Planning.**

Engaging in SGS Essential Actions deliver on the promise of more students in high-quality, best-fit schools

North Star Goal

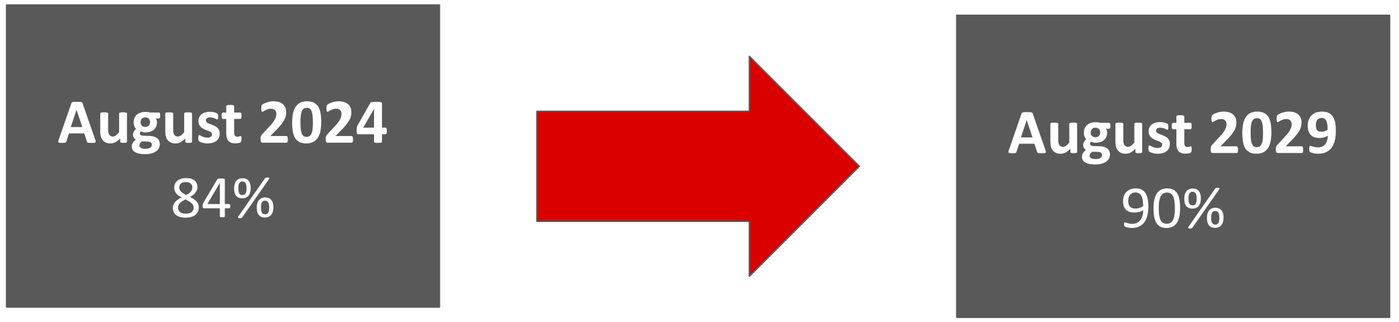
North Star Goal: Defines what percent of students will be in A/B seats by the end of the four-year SGS process.

The North Star Goal must be board-adopted along with an updated AE Local Board Policy to align with SGS theory of action.

Proposed North Star Goal

- The percentage of students who attend A and B campuses district wide will **increase by 6 % over the next five years**.

% LJISD Students Attending A or B Campuses District Wide



Questions



La Joya ISD

Lone Star Governance:

Goal 4 Goal Progress Measure (GPM) –

College, Career & Military Ready

January 29, 2025

www.lajoyaisd.com

La Joya ISD Student Outcome Goals

GOAL 1

The percentage of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 42% in June 2024 to 53.0% by June 2029.

GOAL 2

The percentage of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 36% in June 2024 to 49.9% by June 2029.

GOAL 3

The percentage of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 49% in June 2024 to 57.2% by June 2029.

GOAL 4

The percentage of graduates that meet the criteria for CCMR will increase from 92.6% in June 2024 to 94.0% by June 2029.

The GPMs align the system to ensure progress towards the goals

Goal 1 3rd Grade Reading	Goal 2 3rd Grade Math	Goal 3 8th Grade Reading	Goal 4 CCMR
GPM 1.1: 1st Grade MAP Growth Reading at 50th percentile or above	GPM 2.1: Kindergarten Readiness Math (TX-KEA)	GPM 3.1: 6th Grade MAP Growth Reading (Meets +)	GPM 4.1: College Ready ● 4.1A TSI (Reading/Math) ● 4.1B Associate Degree
GPM 1.2: 2nd Grade MAP Growth Reading at 50th percentile or above	GPM 2.2 1st Grade MAP Growth Math at 50th percentile or above	GPM 3.2: 7th Grade MAP Growth Reading (Meets +)	GPM 4.2: Career Ready Industry Based Certifications (IBC)/Completers
GPM 1.3: K-2 Grade MAP Reading Fluency	GPM 2.3: 2nd Grade MAP Growth Math at 50th percentile or above	GPM 3.3: 8th Grade MAP Growth Reading (Meets +)	GPM 4.3: Freshman On Track (FOT)

Summary Outcomes for Goal 4 GPMs

Student Outcome Goal 4: The percentage of graduates that meet the criteria for CCMR will increase from 92.6% in June 2024 to 94.0% by June 2029.

GPM	Status
GPM 4.1A: The percent of graduates that meet College Ready TSIA (Reading/Math) will increase from 28% in June 2024 to 34% by June of 2029.	Slightly Off Track
GPM 4.1B: The percent of graduates with an Associate Degree will increase from 7% in June 2024 to 9.5% by June of 2029.	Slightly Off Track
GPM 4.2: The percent of graduates that are IBC certified completers will increase from 37% in June 2024 to 42% by June of 2029.	Slightly Off Track
GPM 4.3: The percent of Freshman On Track will increase from 56.5% in June of 2024 to 73% June of 2029.	Slightly Off Track

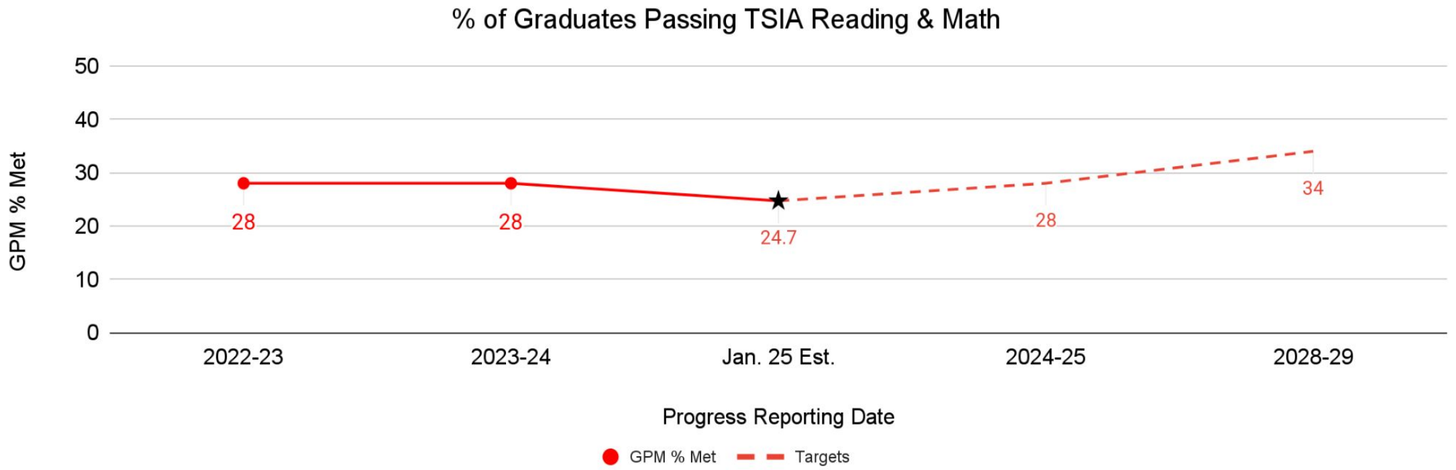
How statuses are determined

The determination of status - on track, slightly off track, and off track - are based on the following factors:

Component	On Track	Slightly Off Track	Off Track
The GPM (or goal) target has already been achieved at the time of reporting or will be achieved by end of year without any significant intervention	✔	✔	✘
All student group population targets have already been achieved at the time of reporting or will be achieved by end of year without any significant intervention	✔	✘	✘
All campuses have already met the district target at the time of reporting or will by end of year without any significant intervention	✔	✘	✘

Goal 4 | GPM 4.1 A: College Ready - TSIA (Reading/Math)

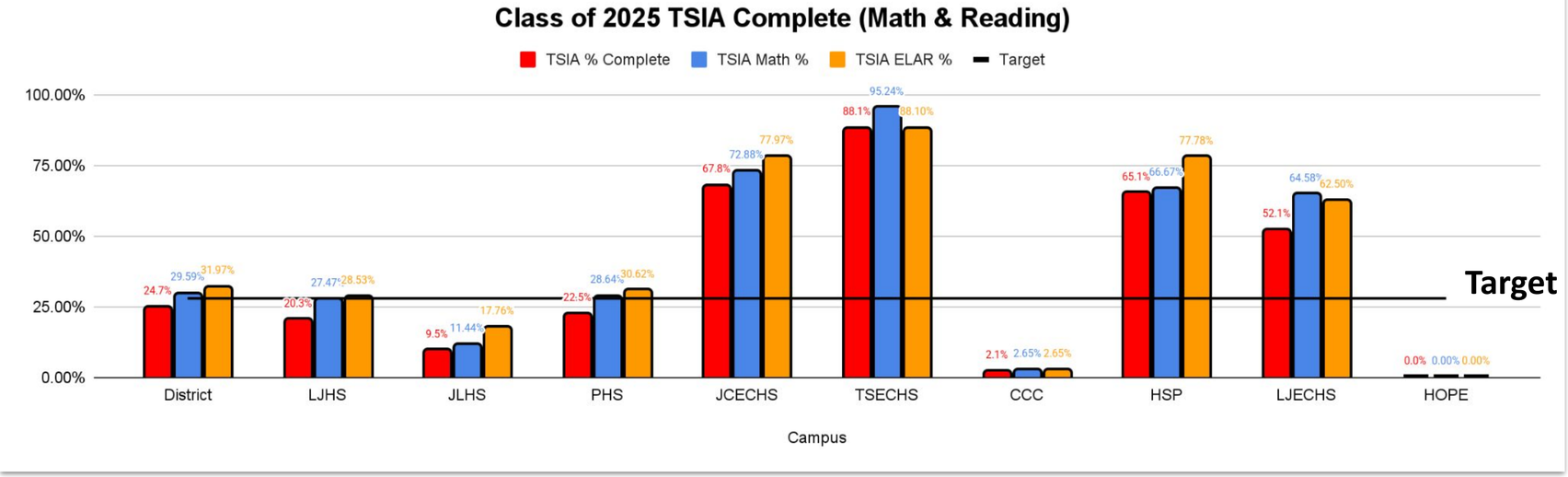
The percent of graduates that meet College Ready TSIA (Reading/Math) will increase from 28% in June 2024 to 34% by June of 2029.



Slightly Off Track

Student Group Targets		
	Current	**Targets**
All	24.7	28
Hispanic	24.3	28
High Focus	21.8	28

EVIDENCE & FUTURE PLANS

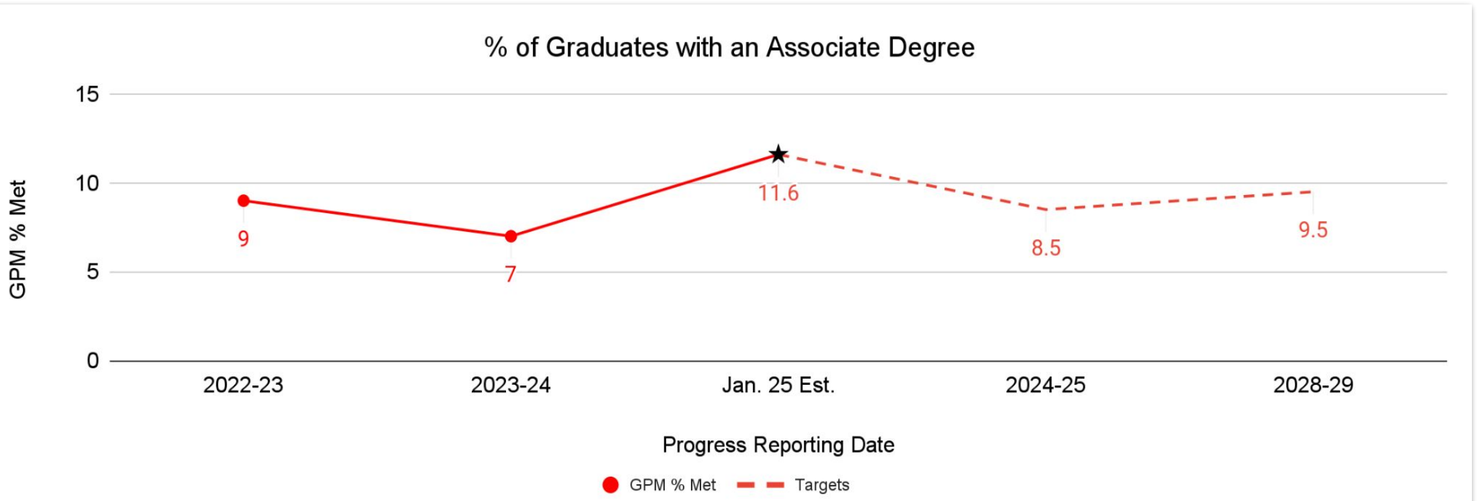


Continuous Improvement Responses

- Building in stronger TSIA supports into the curriculum
- Creating “prep session” pathways for students
- Engaging with each student still needing to pass
- Creating campus-specific action plans with Principals

Goal 4 | GPM 4.1 B: College Ready - Associate Degree

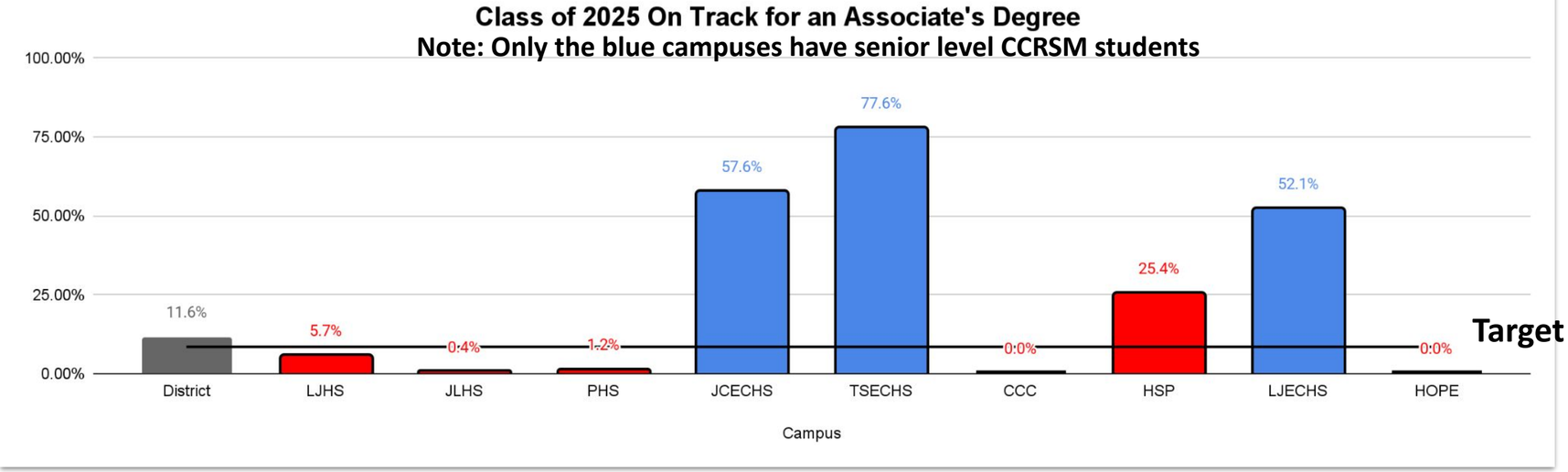
The percent of graduates with an Associate Degree will increase from 7% in June 2024 to 9.5% by June of 2029.



Slightly Off Track

Student Group Targets		
	Current	**Targets**
All	11.6	8.5
Hispanic	12.1	8.5
High Focus	10.8	8.5

EVIDENCE & FUTURE PLANS

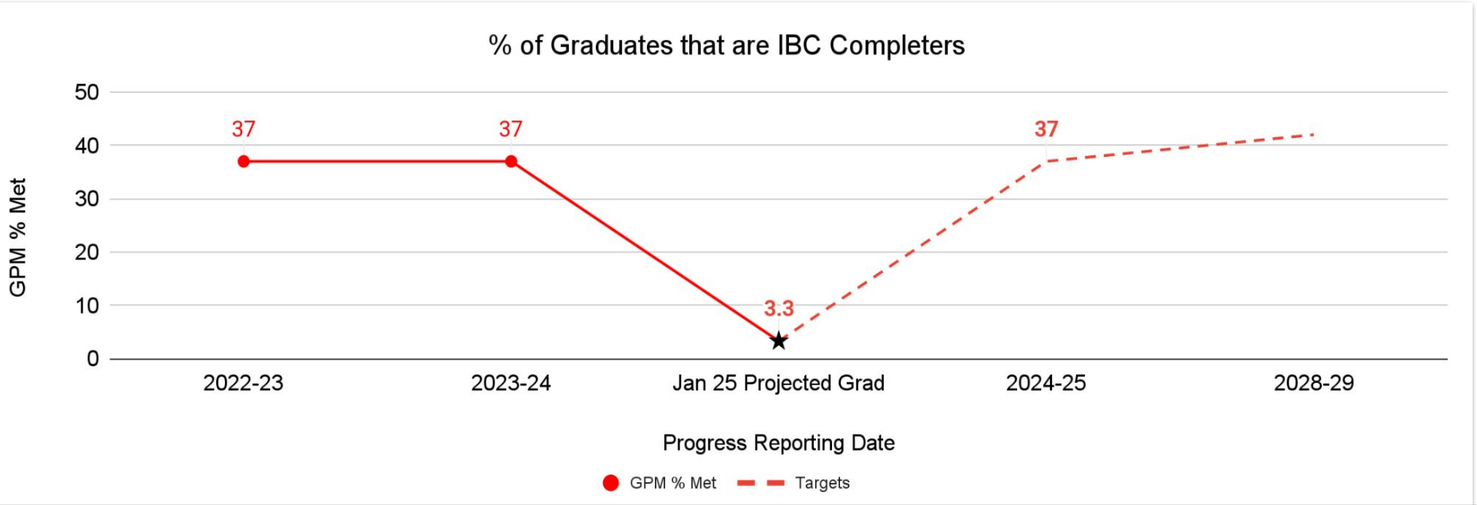


Continuous Improvement Responses

- Improving advising and intervention for students to stay on track
- Working with individual students based on specific course needs
- Monitoring spring grades and progress closely

Goal 4 | GPM 4.2: Career Ready - Industry Based Certifications (IBC)/Completers

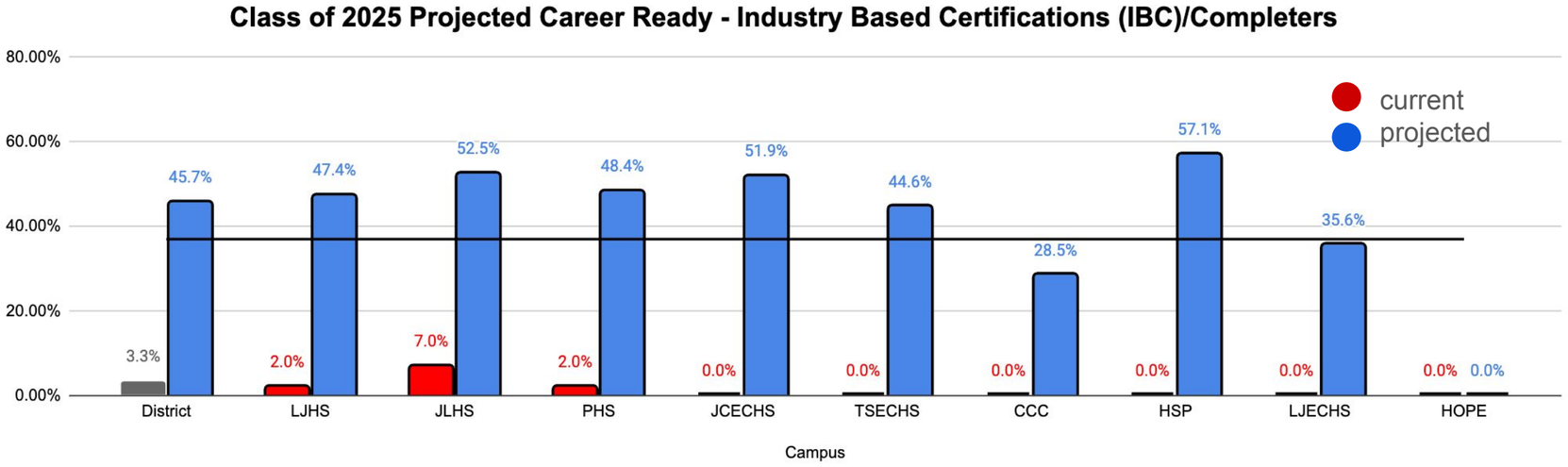
The percent of graduates that are IBC certified completers will increase from 37% in June 2024 to 42% by June of 2029.



Slightly Off Track

Student Group Targets		
	Current	**Targets**
All	3.3	37
Hispanic	3	37
High Focus	3.3	37

EVIDENCE & FUTURE PLANS



Continuous Improvement Responses

- Verifying students are enrolled in correct Spring courses needed to “complete”
- Supporting students with exam and certification preparation
- Note: most exams do not occur until late Spring, so this measure will always appear lagged in Fall

FRESHMAN SUCCESS

AM I ON TRACK?

"ON TRACK" MEANS YOU ARE PERFORMING IN A MANNER THAT WILL ALLOW YOU TO GRADUATE WITHIN FOUR YEARS



EARN AT LEAST SIX COURSE CREDITS



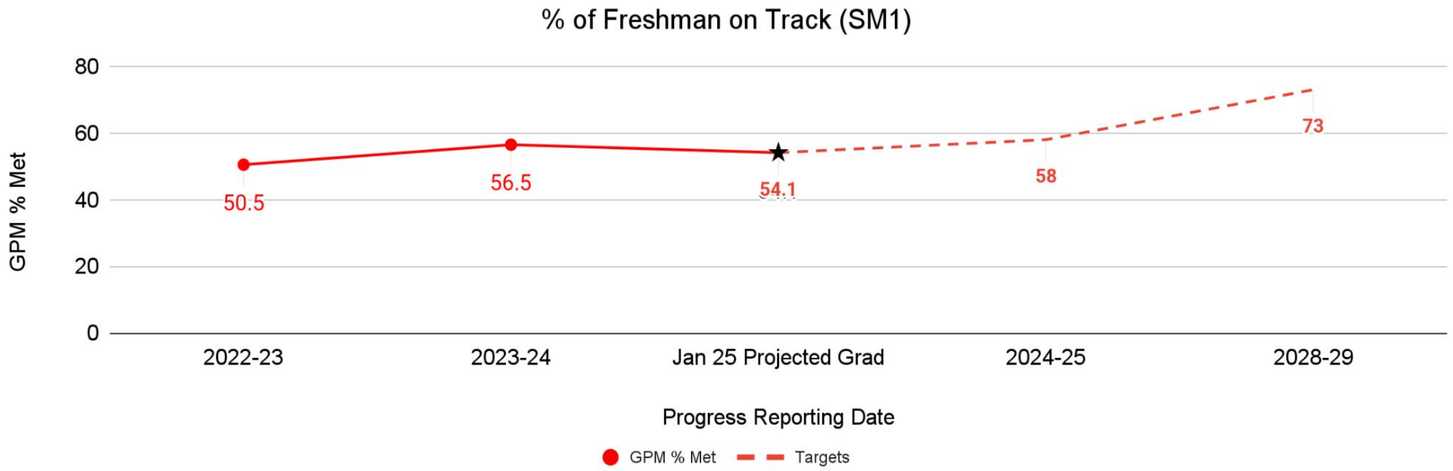
FAIL NO MORE THAN 1 SEMESTER OF A CORE COURSE



90% ATTENDANCE OR HIGHER IN ALL CLASSES

Goal 4 | GPM 4.3: Freshman on Track

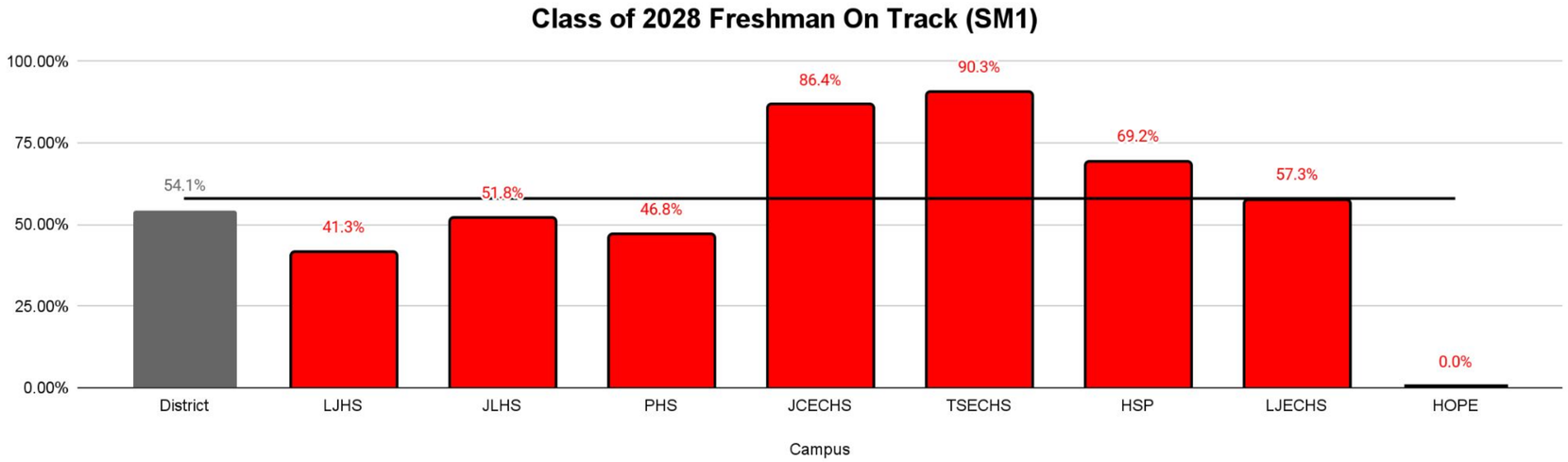
The percent of Freshman On Track will increase from 56.5% in June of 2024 to 73% June of 2029.



Slightly Off Track

Student Group Targets		
	Current	**Targets**
All	54.1	58
Hispanic	55	58
High Focus	53	58

EVIDENCE & FUTURE PLANS



Continuous Improvement Responses

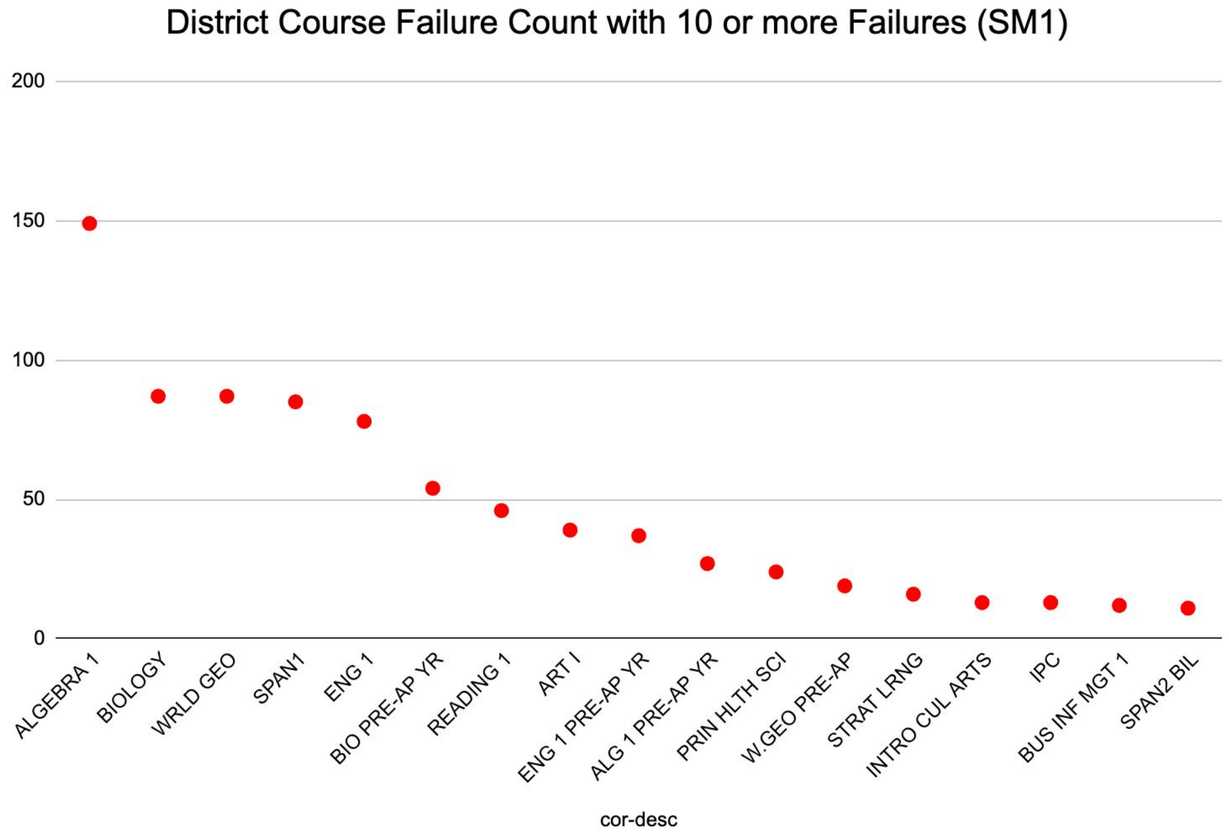
- Ensuring students are in credit recovery pathways as needed
- Doing teacher-by-teacher analysis with freshman teams
- Conducting individualized student advising & counseling
- Improving training & support to freshman on track teams

Goal 4 | GPM 4.3: Freshman on Track

The percent of Freshman On Track will increase from 56.5% in June of 2024 to 73% June of 2029.

Freshman On Track (Off Track Rates)

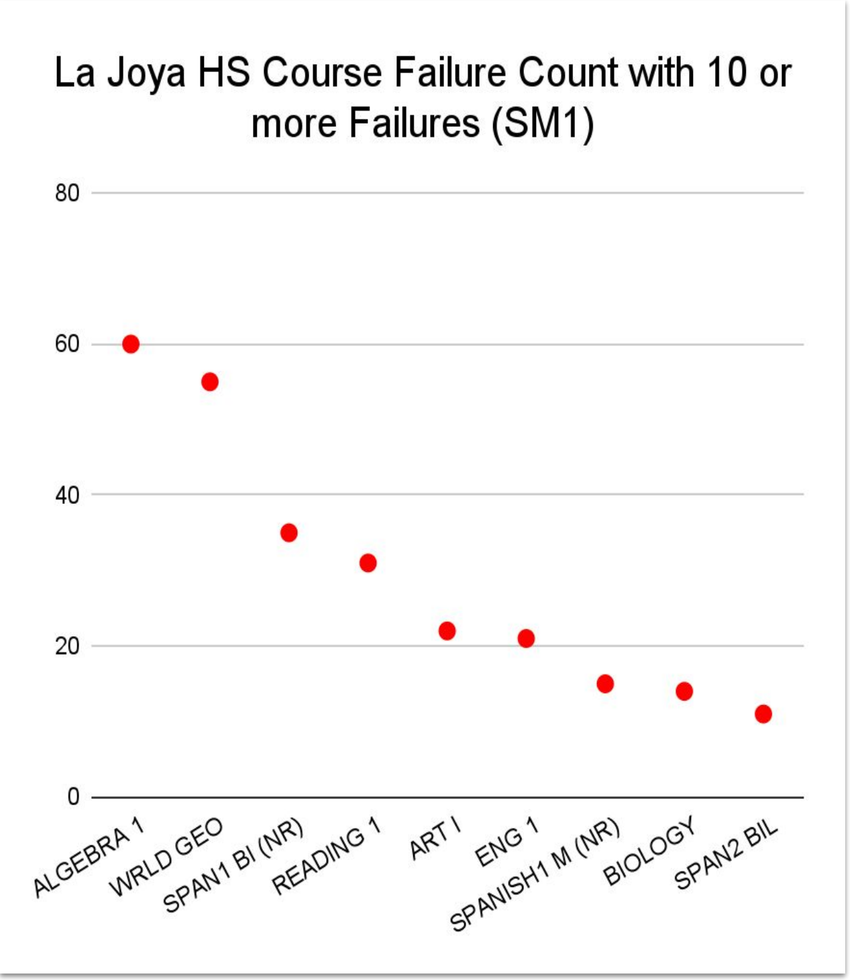
Campus	Academic Factors	Attendance Factor
District	21.04%	40.46%
La Joya High School	31.97%	49.36%
Juarez-Lincoln High School	18.71%	45.56%
Palmview High School	27.29%	47.43%
Jimmy Carter Early College High School	3.70%	11.11%
Thelma R. Salinas STEM ECHS	7.14%	3.90%
Academy of Health Science Professions & STEM	3.19%	29.79%
La Joya Early College High School	7.32%	41.46%
HOPE Academy	45.45%	63.64%

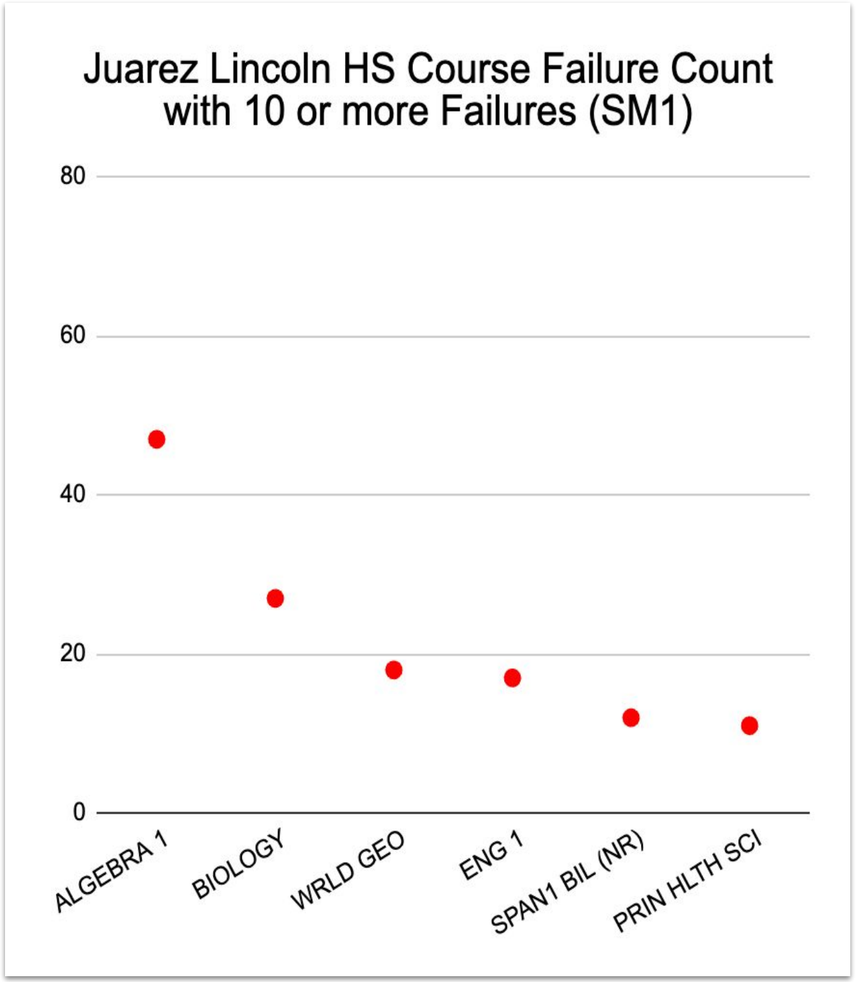


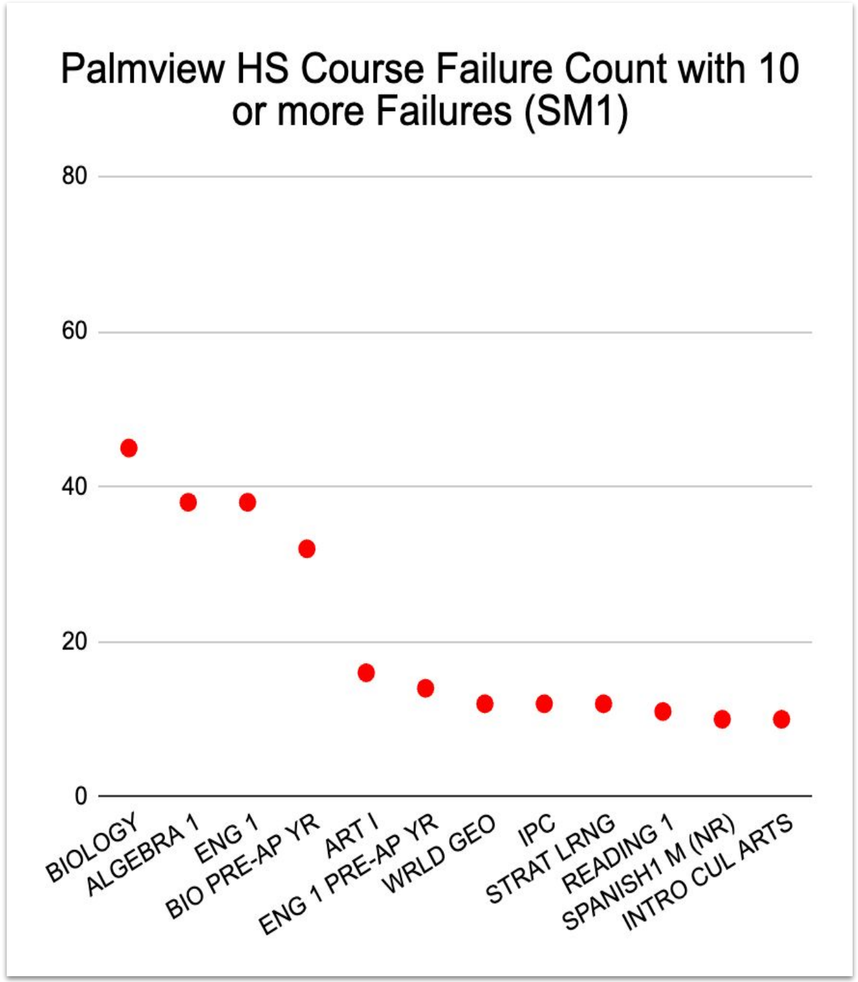
Goal 4 | GPM 4.3: Freshman on Track

The percent of Freshman On Track will increase from 56.5% in June of 2024 to 73% June of 2029.

Specific course failure counts by campus are shown below.







High schools have a comprehensive support ecosystem to help students improve in these outcomes

The district invests nearly $5M in comprehensive high school leadership and support salaries alone.

Administrative Roles

- ✓ Principal
- ✓ Assistant Principal

Comprehensive schools have between 5-6 APs.

Student Support Roles

- ✓ Counselor
- ✓ Social Worker
- ✓ College Transition Advisor
- ✓ Graduation Specialist
- ✓ Truancy Prevention Facilitator
- ✓ CTE Strategist
- ✓ GEAR Up Coordinator

Comprehensive schools have 5 Counselors, 1 Social Worker, 1 College Transition Counselor, 1 Graduation Specialist, 1 Truancy Prevention Facilitator, 1 CTE Strategist., 1 GEAR Up Counselor at two schools.

Freshman on Track Roles

- ✓ Freshman Success Coach

Comprehensive schools have 1 dedicated Freshman Success Coach.

Notes: Specialty campuses typically share the student support roles, if they are staffed at all.

Questions



Strategic Planning Upcoming Sessions



How can you stay involved?

Community Survey:

Strategic Planning Webpage: